DOCUMENT RESUME

ED 179 325 RC 011 658

AUTHOR Bernal, Hernando; And Others
TITLE Accion Cultural Popular. [Summary Working Documents on ACPO's Conceptual Framework and Activities].
PUB DATE Jun 77
NOTE 69p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Church Role; Communications; Cultural Factors; *Educational Radio; *Information Dissemination; *Mass Media; Nonprofit Organizations; Objectives; Outreach Programs; Private Agencies; Programing (Broadcast); Publications; Quality of Life; Relevance (Education); Rural Areas; *Rural Development; *Rural Education; Rural Population; Socioeconomic Status; Staff Role; Teacher Role; Volunteers
IDENTIFIERS *Colombia

ABSTRACT

Three papers are included in this document designed to provide English language information about characteristics and activities of Accion Cultural Popular (ACPO) a private, nonprofit organization concerned with improving the quality of life of rural populations and promoting rural development through mass media education programs. "Pioneer Radiophonic Education Programs of Latin America, 1947-1977" deals with ACPO's history, its Colombian context, its goals and objectives, its educational model, the role of teachers, and future directions of the organization. This paper describes the functions and interrelationship of the program's several components: radio messages, radiophonic schools, field personnel, textbooks, Peasant Library, weekly newspaper, recordings, and extension courses. Conceptual and practical considerations are summed up in "Mass Media in the Service of Colombian Rural Development"; emphasis is on Experience", emphasis is on coordination of multiple media, staff development, relevance of educational content, cultural influences, and implications of ACPO's private status and ties to the Catholic Church. "Communication Media for Rural Development" reports external research conducted to evaluate the impact of ACPO's educational activities on the socio-economic development of Colombia's isolated rural population. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179325

acción cultural popular

pioneer radiophonic education program of latin america 1947-1977

h. bernal, p. masoner, l. masoner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hernando Bernal

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 011658

mass media in the service of colombian rural development. s. brumberg

communication media for rural development. e. musto

Acción Cultural Popular
Bogotá, D.E. Colombia S.A.

First Edition 1978
® ACPO 1978, International Division
Rights reserved. No part of this document
can be reproduced without written
permission from ACPO.

Diagramación y Composición
EDITORIAL UNIVERSITARIA DE AMERICA LTDA.

INTRODUCTION

Many people from different countries are interested in finding out what Acción Cultural Popular (ACPO) has been doing during the years of its existence. This is due to the fact that it has become one of the largest Non-Formal Education Programs concerned with improving the living conditions of rural populations in developing areas in different Countries around the world. It is for this reason that ACPO has prepared this Summary Working Document which pulls together and synthesizes some of its publications. Thus, with this Document ACPO hopes to achieve two primary objectives: (1) to get people acquainted with ACPO, its main characteristics and activities, and (2) to show the results of research about the effectiveness of its Radiophonic Schools.

Most of ACPO's publications have been in Spanish, and little has been originally written in English. However, it is hoped that these few articles can be useful materials for those interested in learning from ACPO's experience.

Three Papers have been selected for inclusion in this Document. The first one, "ACCION CULTURAL POPULAR, Pioneer Radiophonic Education Program of Latin America, 1947-1977", has to do with the first objective. It deals with ACPO's history, its Colombian context, its goals and objectives, its educational model, the role of teachers in the ACPO System, and some remarks with regard to the future of the Institution.

The other two papers include the final chapters of two studies of ACPO's activities. The first one is an abstract of the major conclusions drawn from ACPO's 24 years of experience in the field of mass Non-Formal Education in rural Colombia. This article is useful for those

working on or interested in stimulating further understanding of Non-Formal education from a conceptual and practical point of view.

The last paper is a translation of Dr. Musto's Summary of the research on Acción Cultural Popular, published in Spanish in 1970. Although the data presented now are out-dated, the methodology of the research an the interesting conclusions of the study were the reasons for the inclusion of this paper in the Document.

These working papers, copies of which are available upon request, provide some basic information of ACPO's conceptual framework and activities. Thus, it is hoped that the reader, after having finished reading the articles, will have a broad idea of ACPO's Non-Formal Education Program.

ACPO – DIVISION INTERNACIONAL

TABLE OF CONTENTS

INTRODUCTION v

ACCION CULTURAL POPULAR 1

Pioneer Radiophonic Education Program of Latin America 1947-1977

Summary 1

I. In the Colombian Context
II. Acción Cultural Popular 1947-1977
III. The ACPO Educational Model
IV. Teacher in the ACPO System
V. Evaluation at ACPO
VI. The future of Acción Cultural Popular

Appendix 25

ACCION CULTURAL POPULAR 35

Mass Media in the service of Colombian Rural Development for the International Council for Educational Development. April 1972

Major Lessons of ACPO's Experience

COMMUNICATION MEDIA FOR RURAL DEVELOPMENT 43

Comunidades. Año V septiembre - diciembre No. 15 p. 731

ACCION CULTURAL POPULAR

Pioneer Radiophonic Education Program of Latin America

1947 - 1977

A CASE STUDY

By: Dr. Hernando Bernal Alarcón
Dr. Paul H. Masoner
Dra. Liliana Muhlmam de Masoner

June, 1977
Bogotá, Colombia

SUMMARY

Acción Cultural Popular (ACPO), a pioneer in the development of radiophonic education programs aimed at rural audiences, was founded as a private non-profit operation in Colombia in 1947. It has developed during the 30 years of its existence into one of the largest non-formal education programs in the world concerned with improving the quality of life of rural populations and promoting rural development. The educational program utilizes radio in combination with various elements and strategies including radiophonic schools, textbooks, a library of related books, a weekly newspaper, extension courses, and special campaigns. Major reliance is placed on a large number of field workers, for the most part volunteers, who serve as monitors for the radiophonic schools, as community workers, and as local leaders in the ACPO program. Special institutes have been developed as training centers for community workers, local leaders, and supervisory field staff. In the course of a single year ACPO touches the lives of millions of rural Colombians (campesinos) in its outreach to improve their lives and to offer hope for the future. The success of ACPO has led to the development of similar programs in more than 20 other nations.

I. THE COLOMBIAN CONTEXT

Colombia, located in the northwestern sector of the South American continent, touching both the Caribbean Ocean and the Pacific Ocean, has an area of slightly more than one million square kilometers and a population of 24 million persons. Almost one half of the population live in small towns and rural areas. Five ethnic groups comprise the population: mestizo (48%), mulatto (24%), white (20%), black (6%), and indian (2%). Most of the population is located in the Andean region, the Caribbean coastal area, and the Pacific plains. A large area in the eastern part of the country, the national territories, is only sparsely populated.

The nation is largely agricultural, although in recent years there has been an increasing industrial development, largely centered in urban areas. Agriculture contributes approximately 30 percent of the national gross domestic product, employs almost one-half the labor force, and accounts for 85 percent of the value of Colombia's exports, excluding petroleum. Although there are some medium and large farms in certain sections of the country that utilize modern technology and are economically successful, the large proportion of the people engaged in agriculture own, rent, or operate on shares very small farms, which make little use of modern technology and generally are economically marginal.

As in many other developing nations, the rural population (campesinos) live in conditions of poverty, illiteracy, and malnutrition. Educational and health services, although improved in recent years, still are far from adequate. Most of the campesinos live in isolation from the modern world in a rural sector that has changed relatively little in the past two centuries. This isolation, primarily the result of lack of transportation and communication, has contributed to the problems of rural people, and formal education programs to overcome their problems have been minimal or, in some areas, non-existent.

Along with the isolation that has characterized Colombia, regional and cultural differences are considerable. To some extent, this means that Colombia is not one society, but many societies, each with its own set of cultural patterns, social values, and approaches to life. Isolation and regionalism have created problems for educational programs aimed at the rural poor, particularly those that use mass media, since many adaptations of educational programs and materials must be made to adjust to the cultural differences that exist.

Since independence Colombia has been a democratic country with a strong two-party system. However, rivalry between the two parties in past years has

been intense and this rivalry, especially among the small farmers, led to devastating civil wars. The last, known as the Period of Violence, beginning in 1948, lasted for more than a decade and resulted in more than 300 thousand dead and many times that number wounded and injured. The economic and social consequences of such an extended period of civil disruption obviously has had a serious impact on campesinos and their way of life. While today these antagonisms have largely faded and while the government is a government of the people, not enough has been done to effectively bring the campesino into the mainstream of modern society with any real semblance of social and economic equality.

Recent data point out that although the national rate for illiteracy is 25 percent, the rate of illiteracy in the rural sector is approximately 42 percent and that of rural adults is more than 50 percent. Although educational services in the nation have improved to the extent that today more than 80 percent of urban eleven year olds are in school, in the rural areas the figure is less than 60 percent. Because of the obvious need to reach larger numbers of rural children and adults, the number of non-formal education programs aimed at serving this group has increased markedly in recent years. However, in spite of the growth in non-formal program and the improvements in public primary education services, the problems of education in rural areas is still a serious one with implications that extend to the lives of millions of Colombian campesinos.

Although about 70 percent of the campesinos own land, in the majority of cases the amount of land they own is so small that agricultural production is not even enough to feed their families. Income levels are very low with about 60 percent of the rural farmers receiving an average of $ 13.00 (U.S.) per month.

Health problems are prevalent and serious. From 25 percent to 40 percent of the rural population have anemia. More than half the children suffer from malnutrition. Medical and hospital services are totally inadequate with only one physician for every seven thousand persons and only two hospital beds for each two thousand persons. Only 29 percent of the rural population have potable water and 33 percent sewage services.

It is in this setting that ACPO began and developed over a period of 30 years as an instrument for providing this large and disadvantaged segment of the population with educational opportunities that would give them hope for a better life. Today, even with the social and economic changes that have occured in the 30 years since ACPO began its efforts, the needs of millions of campesinos are still urgent, and ACPO continues to offer them the possibility of a new way of living.

II. ACCION CULTURAL POPULAR
1947 - 1977

The Establishment of Acción Cultural Popular

Acción Cultural Popular (ACPO) came into existence in 1947 through the initiative and action of a young priest, José Joaquín Salcedo, who was concerned about the conditions under which the campesinos of Colombia lived and who was convinced that an educational program specifically directed to the millions of rural inhabitants was essential if they were to develop the capacity to improve the quality of living and to build reasonable hopes for a better future. With at least half of the total population of the country living in small towns and rural areas and with large numbers living in relative isolation from schools and other institutions providing educational opportunities, it was clear that there was a real need for a new system of education that would reach the millions who did not have even the basic rudiments of learning.

It was in this setting that Father Salcedo established Radio Sutatenza and the first radiophonic schools of Colombia in the small mountain village of Sutatenza in the State of Boyacá. The transmitter was crudely made and with a very limited broadcast range, but it did make it possible to reach many campesinos of the region isolated by lack of transportation and communication and hitherto without any oportunity for basic education. The radiophonic schools that came into being as an aspect of the new educational effort were located in campesino homes and included members of one or more families under the leadership of a campesino who functioned as an adjunct to the educational programs that emanated from Radio Sutatenza. The major focus of these early radio broadcasts was on basic literacy - reading, writing, and numbers. However these early programs went beyond literacy in an effort to develop in the listeners a recognition of the responsibility of each individual for his own personal development. Further, they made clear the necessity to develop a comprehensive set of skills that included not only literacy but agricultural, economic, and social skills that would make it possible for the individual to improve his way of life and contribute effectively to the improvement of society.

Growth and Development of a Massive Non-Formal Education Program

From this small initial venture into the field of non-formal education ACPO developed rapidly. Others, convinced of the importance of developing educational

programs for campesinos and impressed by the utility of radio as a means of reaching millions of isolated rural dwellers, joined Father Salcedo in his efforts. A set of basic textbooks dealing with reading and writing, numbers, economics and work, agriculture, health, and spirituality was prepared. A campesino library which is a collection of books that supplemented the basic textbooks was developed and eventually grew into almost 50 titles. The volunteer campesino who originally served the radiophonic school as an adjunct to the radio program was joined by other field workers who gave direction and leadership to ACPO programs in various regions and communities to which it had extended its efforts. Institutes for the training of field workers were established in Sutatenza and Caldas. The original primitive radio transmitter at Sutatenza was replaced by modern broadcasting equipment and by four transmitting stations, thus greatly increasing number of campesinos and adding millions of other persons who lived in the cities and who could profit from the educational messages of the Radio Sutatenza. The content of the total radio programming was modified and increased to meet a wider range of interests and needs of the listeners beyond the initial educational focus. Radio Sutatenza became a major factor in Colombia radio with a diversified program format including educational programs, news, music, sports, dramatics, and other programs of both general interest and cultural value.

Other elements and strategies were added to ACPO's efforts to educate the campesino. A weekly newspaper, *El Campesino*, with both the usual newspaper content as well as educational messages specifically related to campesino life was published and distributed throughout rural Colombia with a circulation at one time of more than 100,000 families. Special campaigns, led by the field workers trained in the Institutes, involved campesinos in projects designed to achieve improved health, better nutrition, adequate housing, new techniques in agriculture and animal husbandry, soil and forest conservation, as well as other needs essential to a better life for the rural population of the nation.

As ACPO extended its influence to virtually all regions and areas of Colombia, efforts were made to coordinate ACPO programs with those of other agencies, governmental and non-governmental. In addition, over the years ACPO developed cooperative or contractual projects with the Colombian government dealing with the utilization of radio for basic education, in-service teacher education, health education, prison education, and military personnel education.

ACPO in 1977

Today Acción Cultural Popular is one of the largest and most successful private non-formal education programs in the world aimed at rural populations and

rural development. Radio education and radiophonic schools continue to be central to ACPO educational strategy. However, basic textbooks, the campesino library, the newspaper, the special campaigns, the field workers, and the training institutes have become essential elements and strategies in a comprehensive educational program that has reached and changed the lives of hundreds of thousands of campesinos and others in urban areas. More than 1,000 persons comprise the ACPO staff. Among them are professional staff responsible for the educational programs and the management operations essential to a large and complex organization.

Thus ACPO has, in the 30 years of its existence, grown from a young teacher-priest with a small radio transmitter to a large and complex operation that has extended its influence throughout Colombia and that has been used as a model by more than 20 similar non-formal education programs in other countries. As Colombia has changed and as the needs of the rural population have changed, so too has ACPO changed in its program content and its strategies. However, ACPO's concern for the improvement of the quality of life of the campesino still is primary, and all programmatic efforts are aimed at the achievement of that goal.

Goals and Objectives of ACPO

Throughout the years the goal of ACPO has remained fundamentally the same – the development in the campesino of the understanding and capability necessary to enable him to improve the quality of his life and to contribute to the improvement of the society in which he lives. In the By-Laws of ACPO the goals of the institution are defined as follows:

> Acción Cultural Popular has as its goal the integral education of the masses, particularly that of the rural adult through Radiophonic Schools, and employing a method which furnishes basic education and preparation for social and economic realities; insofar as it can, it will awaken in them a spirit of initiative and encourage them to seek their own personal and social improvement.

On the basis of this goal statement ACPO has developed the concept of Educación Fundamental Integral (EFI) or Integral Fundamental Education. This concept views the education process as the development of the individual as a person and as a part of society; is based on the belief that the educational program establishes only the basic foundation of knowledge from which the individual

must continue his learning throughout life; and includes in education all those elements which represent needs in the life of man and which contribute to his development. Emphasized is the importance of developing within the campesino an understanding of his own responsibility for improvement, a recognition of his potential for progress, and a knowledge of the value of those resources he possesses.

In the development of ACPO program content and operations, this philosophical goal statement has been translated into a number of objectives related to improving the quality of life of the campesino. Among these the following objectives appear to have high priority:

1. Development of the basic skills of literacy - reading, writing, and numbers
2. Improvement of individual and family health through hygienic practices, proper nutrition, and utilization of available medical services.
3. Increase in farm production through knowledge and practice of modern techniques of agriculture, animal husbandry, and soil conservation
4. Acquisition of economic knowledge and skills and their aplication to the management of family, agricultural, and other enterprises
5. Improvement and/or construction of dwellings that meet minimun standards of health, hygiene, and comfort and that contribute to better family relationships
6. Utilization of free time for participation in sports and other appropriate recreational activities
7. Development of a critical and analytical capacity for confronting personal and social problems and needs and reaching decisions related to them
8. Living according to ethical and religious principles and serving as a model to others
9. Involvement in activities aimed at continuing education and self-improvement.
10. The development of stability, understanding, and improved human relationships within the family
11. Recongnition of the responsibilities of parenthood and the practice of responsible procreation
12. Participation in neighborhood and community activities, association with others in organized groups, and cooperation for the improvement of the community

13. Acquisition of knowledge about and utilization of the services of other organizations in the community that are concerned with improving individual and community life

14. Development of a political consciousness that focuses on the protection of human rights and the assumption by all individuals of their responsibilities in society

Its is important to recognize that these objectives, although much more specific than the goal statement from which they emerge, are still general in nature. Thus in practice, these objetives become categories for the classification of series of sub-objectives which are more specific and which comprehend the various behaviors implicit in the achievement of each of the objectives.

III. THE ACPO EDUCATION MODEL

Central to the ACPO model of non-formal education are the educational broadcasts via Radio Sutatenza and the radiophonic schools. However, the radio messages and the radiophonic schools function as part of a total system involving also a set of six basic textbooks, books from the Campesino Library, a weekly newspaper, recordings, extension courses, campaigns, and the field personnel who function in a face-to-face relationship with the campesinos who are the target of ACPO's educational efforts. Essential to the operation of the system are professional personnel who are responsible for the planning of the educational program, the development of educational materials and broadcasts, and of the operation of institutes for training field workers.

Instructional Radio

Over the years the program of courses via Radio Sutatenza has been revised many times to accomodate to changing needs and to improve instructional strategies. The instructional radio program in 1977 offers 80 hours of broadcast each week and includes four courses which together deal with the wide range of ACPO objetives.

The first of these courses is basic education which deals with reading and writing and numbers, and which is designed to develop among the participants basic literacy. At the same time, completion of this course is essential to participation in other radio courses. The course is offered one-half hour daily (with one repeat broadcast), covers a period of four months, and is sequential in nature. For campesinos who cannot listen on a regular basis, the entire course has been reproduced on a set of records and is available along with a radio-record player.

The remaining courses focus on three broad subject areas: health and work, numbers and communications, and community life and problems. However, within these three areas the courses cover a wide range of topics that encompass ACPO's goals and objectives. Sources are organized into units or modules of instruction, each dealing with specific areas of concern. Examples of some of the topics dealt with on a modular basis include the following: health (inmunization against disease, alcoholism, community health services); work (family vegetable garden, fruit-growing, marketing of products, animal breeding); community life (participation in community organizations, development of sports fields, community actions to solve specific problems.).This modular non-sequential

approach makes it possible for those who cannot listen on a continuing basis over a three or four months period to profit from the opportunity to give attention over the period of a few days or weeks to specific topics of interest and concern.

In all radio courses teaching and learning are linked to the use of the basic textbooks, the books of the campesino library, and the wekly newspaper *El Campesino*.

The Radiophonic School

An essential aspect of ACPO's instructional radio are the thousands of radiophonic schools throughout the country. The radiophonic school is not a school in the usual formal sense of the term. Rather, it is an educational setting involving one or more persons, each interested in learning, each willing to use his own resources, and each prepared to become involved in the educational programs of Radio Sutatenza. While it is not possible to describe a typical school, since none really exists, it is possible to list some general characteristics. More often than not the school will involve up to as many as 10 participants, often members of the same family or several families of the same neighborhood (vereda), covering a range of ages from children to adults including both those who have had no previous education and those who may have had some limited attendance in the formal school system, and all with a common desire to improve their way of life. The group meets on a regular basis, usually in a home, to listen to the instructional radio broadcasts and to participate in appropriate learning activities. In most instances the school utilizes the services of an inmediate auxiliary (auxiliar inmediato) or monitor who is a volunteer with minimun knowledge often gained from earlier participation as a student in a radiophonic school and with minimum training. As a monitor, the inmediate auxiliary assumes the role of helping the students in specific learning activities related to the radio broadcasts and the use of related learning materials such as the textbooks, the books of the library, and the newspaper.

The Texbooks and the Campesino Library

The textbooks (cartillas), six in number, provide the basic content for the ACPO educational program. They are listed below:

Cartilla Básica (Basic Text)

Nuestro Bienestar (Our Health)

Hablemos Bien (Let Us Speak Correctly)

Cuentas Claras (Clear Mathematics)

Suelo Productivo (Productive Land)

Communidad Cristiana (Christian Community)

These six texts are designed for specific use in connection with the instructional radio programs as well as for continuing study by the individual campesino once he has developed the minimum basic skills of reading, writing, and mathematics.

The books of the Campesino Library (La Biblioteca del Campesino) numbering almost 50 titles, complement and supplement the content of the instructional radio programs and the textbooks. They cover a complete range of ACPO program content associated with ACPO goals and objectives and include varied topics such as the cultivation of fruit trees, fish culture and fishing, pig raising, bee keeping, cattle raising, first aid, health and nutrition, contagious diseases, sex and marriage, children's stories, playing the guitar, civic rights.

These books of the library are used both in connection with specific radio courses and as reference materials as well. In practice, it is not uncommon for the library collection be located in one or more homes in a community and utilized according to the interests or needs of the individual campesinos. Often, for example, as animals contract certain deseases, the campesino will refer to the specific book of the library for information regarding appropriate treatment. Similarly, the campesino who wishes to diversify his crops, will often refer to specific books for information that will permit him to engage in successful production of new and different foods.

The Newspaper

El Campesino, a weekly newspaper published by ACPO and distributed throughout Colombia, is an important element of the ACPO educational program. *El Campesino* is used regularly in connection with the radio courses as an additional source of information and a reference. At the same time, it makes it possible for thousands of campesino families to become more aware of the world in which they live and of the events in Colombia and elsewhere that have importance to themselves and to society generally.

While *El Campesino* has the usual features of a newspaper, special emphasis is given to news that is of importance to rural development and to the concerns of campesinos. In addition, in each issue, there is a *separata* or separate section which contains feature articles relating to such concerns of the campesino as improved

agricultural practices, techniques for the care of farm animals, suggestions on nutrition, better health care, recipes for cooking, hints on the making of clothing, as well as occasional poetry or prose selections contributed by campesinos.

Correspondence

An aspect of ACPO's program, not always associated with non-formal education programs, is an extensive correspondence between campesinos and the central offices of ACPO. Once a campesino has completed the basic literacy course, he is encouraged to write his first letter to ACPO. For many campesinos this letter is the beginning of an extended correspondence which in effect becomes a part of a continuing educational program once participation in courses may have ceased. Campesinos are encouraged to write to ACPO for information and assistance relating to their needs and problems. Each letter is answered individually in an effort to provide the needed assistance. In 1976 more than 46,670 letters were received from pampesinos and answered by the staff assigned to the correspondence section.

Extension Courses

Extension courses are utilized throughout Colombia by ACPO in an effort to meet specific local problems and needs. Typically an extension course is a one-day workshop activity, organized in cooperation with interested campesinos by an ACPO field worker, and dealing with a problem of local interest and concern. A few examples of the topics dealt with in extension courses are: community organization, cooperatives, proper use of credit, improvement of agricultural techniques, conservation of natural resources, nutrition, development of home industries, and utilization of services of other community agencies.

Campaigns

Campaigns are regularly utilized in an effort to encourage and assist campesinos to make practical applications of what has been learned through the instructional radio programs, radiophonic schools, recordings, and printed matter. These campaigns are featured in articles in *El Campesino*, are promoted via Radio Sutatenza, and are conducted at the local level by ACPO field workers. Direct assistance is given to campesinos to apply what they have learned in a variety of ways.

Some campaigns have a continuing emphasis throughout the year and even over a period of years. Among these are campaigns related to: nutrition, housing, soil, matters of present concern and even of continuing concern but which are

given special emphasis through short-term programs. Examples of the temporary campaigns are the following: the vegetable garden, the fish pond, the compost pit, community services, conservation of family economic enterprises, balanced diet, bee keeping, running water for the home, building of latrines, community organizations, and methods of marketing products. These temporary campaigns are integrated with permanent campaigns whenever it appears relevant and useful.

Promotional Elements and Activities

Recognizing the importance of helping campesinos to become aware of their needs and problems and to recognize the role of education in improving the quality of their lives, ACPO utilizes a number of promotional elements and activities in an effort to develop among campesinos an understanding of the ACPO educational programs and an interest in participation. Radio Sutatenza is an important element in this promotional task. The educational programs and other broadcasts constantly bring to the attention of campesinos the ACPO program and its potential outcomes. In addition, *El Campesino* serves a similar purpose among the many thousands of campesinos who come into contact with it weekly. The field workers, as representatives of ACPO and as persons with responsibilities for program activities, by their example and through their associations with campesinos constantly are a source of information and encouragement. Supplementing these resources, ACPO uses motorized mobile equipment (ACPO Movils) equipped with a variety of audio-visual equipment and aids to bring the message directly to the people in remote areas. In addition, leaflets and other printed matter, the textbooks and the books of the library, are important in carrying the message of ACPO to rural Colombia.

The Interpersonal Component

Although ACPO is viewed as a program of radiophonic education and although considerable reliance is placed on printed materials that complement and supplement instructional radio, a critical element in ACPO's success over the 30 years of its operation are the human resources that constitute the interpersonal component.

These resources fall into three categories in the ACPO structure as follows:

Management and Planning. Included here are those responsible for top policy making, administrative and financial direction, planning and evaluation, and operations, including the management of units involved in publishing ventures (Editorial Andes and Editorial 2000) and in the operation of Radio Sutatenza.

Educational Development. The tasks and responsabilities of this category focus on the educational leadership and planning activities for ACPO's massive non-formal education program. The professors (profesores) are responsible for developing the curriculum of the radio education program, for writing radio scripts, for radio teaching, for writing the textbooks of the library and the education section of *El Campesino.* The teacher educators (educadores) are the faculty of the institutes where field personnel are prepared. They have the task of developing the curricula of the institutes and operating the instructional program, including both didactic and practical elements.

Field Staff. In this category are both volunteer and paid field staff who in actuality are the teachers who work in a face-to-face setting with the campesinos. Included here are the following: the school monitor (auxiliar inmediato) who helps to guide the participants of the radiophonic school; the community worker (dirigente) who serves a small neighborhood and gives assistance to the school monitors, interprets and promotes ACPO programs, and works directly with campesinos in program activities; and the leader (líder) who is the key person in the activities of ACPO in a community, giving supervision to school monitors and community workers, organizing and promoting ACPO programs, and serving as the ACPO representative. In addition to these neighborhood and community staff members are the supervisors who give direction and supervision to all field staff in a group of communities, and the zone chiefs and their assistants who are responsible for the general direction and operation of ACPO in the seven zones of the country.

IV. TEACHERS IN THE ACPO SYSTEM

In view of the fact that the ACPO educational process places major reliance on the use of radio broadcasts with support from other media, the concept of *teacher* is different from that which is traditionally accepted. If a teacher is defined as a person who helps to guide the learning process of a student, it is possible within the ACPO model to identify at least three classifications of teachers. There are teachers who have no direct or personal contact with the students (campesinos), teachers who regularly have contact in a face-to-face relationship, and teachers who serve as the trainers of teachers.

Professors

The professors (profesores), the group that does not have direct and personal contact with the campesino students, operate at the center of the ACPO system. They are the *planners, developers,* and *producers* of the educational programs. Their role includes the task of establishing objectives, developing curricula, preparing course content, and devising strategies that are consistent whith ACPO goals. In all their responsibilities involve the following functions:

1. To develop the ACPO educational curriculum
2. To develop and program specific classes for the radiophonic schools
3. To produce scripts for the radio classes
4. To make recordings for radio classes and other audio-visual programs
5. To plan, write, and evaluate the textbooks (cartillas)
6. To plan and write the books for the campesino library
7. To design and produce audio-visual materials for ACPO projects
8. To produce radio programs to complement the classes of the radiophonic schools
9. To write articles for the newspaper, *El Campesino*
10. To prepare instruments for the evaluation of the achievement of radiophonic school students
11. To assist in responding to correspondence from campesinos

In order to fulfill this variety of functions, the individual selected to become a professor must have the basic qualifications of a teacher, a writer, a radio producer,

and a radio speaker. As there are no institutions in Colombia that prepare such individuals, ACPO selects those who are to become professors with considerable care and takes into account such factors as background in teacher education, knowledge of campesinos and campesino life, and the capacity to write well and speak effectively. Once appointed by ACPO, a professor undergoes a training program designed and offered by ACPO on both a formal and informal basis including on-the-job experiences. In general, such a training program is individually designed to meet the needs of the person involved and is based on initial competencies and the tasks which are to be assigned. In addition to this program for new appointees, there is a permanent in-service education program for all professors which focuses on helping them to improve their performance, become better informed on the needs of the campesinos, to become aware of changes in ACPO policy and program, and to up-date their knowledge and skills in their specific fields or responsibility.

Field Teachers

The field workers of ACPO, more than 18,000 in 1976, are those who serve in various kinds of teaching roles in face-to-face relationships with campesinos. Three categories of field teachers exist. They are in ACPO terminology: leaders (líderes), community workers (dirigentes), and radiophonic school monitors or immediate auxiliaries (auxiliares inmediatos).

Leaders. The leaders serve at the community level of the operation of the educational program. They are the *promotors* of ACPO services, the *trainers* of the radiophonic school monitors, the *adapters* of the program content to the nature and needs of the community, and *coordinators* of all ACPO activities within the area to which they are assigned.

A recent study identified and classified more than 100 specific tasks of leaders. However, much of their varied responsibilities can be summarized as follows:

1. To motivate the campesinos to engage in study as a way to improve temselves and their conditions of living
2. To encourage the utilization of ACPO services and the services of other organizations as sources of further education
3. To promote the radiophonic schools and to give assistance to their operation
4. To organize and promote community activities aimed at development and improvement

5. To train, assist, direct, and evaluate the activities of the community workers and the radiophonic schools monitors
6. To organize and implement study days, extension courses, and campaigns
7. To establish coordination with community leaders and with other organizations in the community that serve campesinos

Leaders are adult campesinos, men or women, that have completed two cycles of courses at one of the institutes, either at Sutatenza or Caldas, the four month course for community workers (dirigentes) and the five month course for leaders. In addition, to be selected to participate in the course for leader training, an individual must have served at least six months as a community worker, normally in his own community, and must have demonstrated certain leadership capacities and communication skills.

The preparation of the leader, including his previous study for the role of community worker, is intended to ensure a knowledge, understanding, and appreciation of the ACPO philosophy, goals, and objectives. In addition, special training is provided to give the leader a reasonable mastery of the content of ACPO educational programs, including the cartillas and books of the campesino library; a fundamental understanding of their practical uses including experience in making appropriate applications, and appropriate skills for teaching, communication, and leadership roles. Following the completion of the course, some leaders will return to their own communities and serve as volunteers for ACPO programs. Others are selected by ACPO to undertake assignments to specific communities along with continued on-the-job training.

Community Workers. Another type of teacher is the community worker (dirigente) who also serves at the community level. However, his efforts are somewhat more limited than those of the leader under whose direction and with whose support he engages in ACPO program tasks. He is viewed as a change agent who works directly with the members of his own family, with neighboring families in encouraging and helping them to engage in study, to enroll in a radiophonic school, to participate in other ACPO programs, and to make practical applications of the knowledge they have acquired. At first he is expected to perform these functions with his own family. Then he moves out in his neighborhood and community and extends these same services to other families and individuals.

The community workers, like the leaders, are adult campesinos who have been identified as having capabilities for leadership in the ACPO program and who have completed a four month training program at one of the institutes. The training program is based on the ACPO goals and objectives and deals with the five

major areas of Fundamental Integral Education: *reading and writing, numbers,* health, economy and work, and spirituality. The focus is on both the acquisition of knowledge and the application of that knowledge in practical settings provided at the institutes.

Once the training program at the institute is completed, the community worker returns to his own neighborhood and community and undergoes an on-the-job training under the direction of the ACPO leader in that area. He gradually assumes more responsibility for ACPO activities moving from his own family to the larger neighborhood and community in which he lives. He recruits persons to serve as radiophonic school monitors, helps to train them for their responsabilites, and stimulates the development of additional schools and other types of participation in ACPO programs. As a part of his ongoing training, he participates with other community workers and radiophonic school monitors in regular meetings under the direction of the leader. His work is completely voluntary and represents his dedication to serving others.

Monitors in the Radiophonic Schools. The third type of teacher in the ACPO system is the monitor of the radiophonic schools, also called the immediate auxiliary (auxiliar inmediato). The monitor may be any man or woman, having some knowledge about reading, writing, and numbers, who serves as the bridge between the radio professor and the campesino students. He attempts to interpret what the radio teacher says and to bring it to reality in the setting in which the campesinos live.

The monitor has a variety of specific functions that facilitate learning. He organizes the group and encourages their regular participation in the radiophonic class. He provides and has ready materials and equipment that are needed for each lesson, follows instructions given by the professor, helps the students to follow the plan of the lesson, and gives direction to the students as they engage in group activities as prescribed. He provides general supervision, encourages and promotes discussion, adapts lesson content to the local situation, and guides the students in making practical applications of their learning in everyday life.

The selection of the monitor occurs in various ways. Sometimes he is selected by the students planning to participate as a radiophonic school group. Or, he may himself organize the radiphonic schools and initially assume the role of monitor. In still other cases, a leader or community worker or the local priest may select and recruit him to serve as a monitor.

The monitor is basically a natural teacher. Although no formal training program is offered prior to becoming a monitor, once he has accepted this responsibility informal training efforts are often carried out by leaders or

community workers on an individual or group basis. In any case, the regular meetings of monitors and community workers under the direction of the leader as well as participation in extension courses provide useful in-service training.

Teacher Educators

The teacher educators (educadores) comprise the faculty of the institutes in which leaders, community workers, and supervisors are trained.

The teacher educators are responsible for the development of the curricula in the three courses of study offered at the institutes, and serve as the teaching faculty in both classroom settings and in field applications of the tasks for which the students are being prepared.

The institutes are, in a sense, self-contained operations which provide instruction, practical training, housing and meals, and opportunities for the campesino students to learn to live and work together and to develop socially and spiritually. The administration of the institutes is the responsibility of two religious orders, the Christian Brothers and the Sisters of St. Anthony. An institute director, located in the central ACPO office, coordinates the work of the institutes with the general operation of the ACPO educational program.

Basically, the functions of the teacher educators are those of planning, developing, implementing, and evaluating the curricula of the institutes. Within these functions they have the responsibility of making certain that participants know and understand ACPO's philosophy, goals, and objectives, are completly familiar with the content of ACPO educational program, and are able to apply their knowledge in practical settings. The practical component of the various curricula places on the teacher educators the task of organizing and maintaining appropriate workshops and taking care of the farm that is part of the institute facility.

The educational program for which the teacher educators are responsible is based on the assumption that the learning situation in which the student lives is one of 24 hours a day. Learning occurs and continues not only in the classromm and the workshops and the farm, but in all aspects of the life of the student during his stay at the institute. Features of the instructional program include (1) dialog such as round table discussions, seminars, and informal group talk, (2) the use of low cost materials, much of them made by the students while at the institutes, (3) utilization of ACPO media such as radio, audio-visuals, the textbooks, the books of the campesino library, and the newspaper *El Campesino*, (4) practical applications of learning in workshops and on the farm, (5)

adaptability of instructional content and materials to individual and cultural conditions as well as to geographic settings.

In view of the varied nature of the curricula, a considerable number of different competencies are required among those individuals who comprise the faculty. Included in the faculties are the following:

1. Agricultural extension workers who teach courses related to agriculture and animal husbandry and who are in charge of the farm
2. Nurses and health experts who teach classes in their fields of expertise and who assist the students with health problems
3. Normal school graduates who offer courses in language and number skills, history and social sciences, and who help students to develop appropriate skills in teaching and working with individuals and groups
4. Campesinos who have completed the course for leaders and supervisors and who have had successful field experience who direct the practical training for community development responsibilities

Other personnel include clerical workers, kitchen and house keeping staff, and maintenance workers

The teacher educators are selected primarily on the basis of their possession of competencies as indicated above rather than on the possesion of specific academic credentials. However, among the present teacher educator staff are graduates of institutes of technical agriculture, of normal schools, and of universities as well as former graduates of the institutes whose field work has been outstanding and who have engaged in additional study to improve their knowledge and skills.

Persons who are recruited as teacher educators are given individually designed training prior to the assumption of their responsibilities. In addition, for all members of the teaching staff, there is a continuing program of training designed to assure that the teacher educators are constantly aware of changing conditions in Colombia and especially in campesino life, the evolution and characteristics of the radio education programs, new and improved approaches to teaching. Evaluation sessions are frequently held in order to improve the content of the curriculum and the quality of instruction.

As teachers of teachers, the teacher educators are a key component of the ACPO model. With their commitment to the goals of ACPO and their role in the development of the field workers, they are real change agents for the rural development of Colombia.

V. EVALUATION AT ACPO

Over the years ACPO has utilized two approaches to evaluation: (1) internal evaluations in which all levels of staff as well as students have participated, and (2) external evaluations that have involved national and international organizations as well as academic scholars from universities in Colombia and elsewhere.

Internal Evaluation

Evaluations occur regularly in the radiophonic schools under the direction of the monitor. At the conclusion of each unit and each course self-evaluation instruments are provided in order to help each student measure the extent of his learning and to motivate him to further study. These instruments are prepared by the professors who encourage the students and the monitors to write them about the results so that the outcomes of learning can be used for adjusting and improving course content and methodology.

Seminars provide the setting for regular evaluations by both central office and divisional professional personnel. Usually once each year the central staff holds a series of seminars in which there are extended evaluative discussions concerning the total ACPO educational program. On the basis of these seminars decisions are reached concerning modifications to be made to improve programs.

At the division level the evaluation seminars are held usually twice each year with special seminars called as needed. Similar seminars are held for zone personnel under the coordination of the zone chief and with participation by zone assistants, supervisors, and leaders. At the local level, usually once each month, meetings for evaluation and other purposes are conducted by the leader and with participation by community workers and school monitors. This last set of meetings focuses on improvement of the educational program, adjustment of program content to local conditions and needs, and improvement of individual performance of ACPO staff. Both the professors and the teacher educators also have their own internal evaluation processes established and meet frequently to review the quality of their efforts.

Once each year the annual meeting of ACPO brings together at Sutatenza all central office professional staff, staff from the institutes, and the leaders from the field. This meeting provides a unique opportunity for comprehensive evaluative discussions relating to all elements of the educational program-radio, textbooks and books of the library, the newspaper, extension courses, campaigns. Not only is

careful consideration given to past operations but considerable attention is paid to plans for the coming year and beyond. The input from many sources is a most useful type of evaluation that helps the planners, developers, and producers to bring about change and improvement.

External Evaluations

A number of external studies have taken place throughout the years to evaluate the impact and effectiveness of ACPO. Among them were studies done by national and international organizations including FERES (Federación Internacional de los Institutos de los Católicos de Investigaciones Sociales y Socio-Religiosas), UNESCO, the German Institute for Policy Development, and by individuals from universities in Colombia and in other countries.

A few statements selected from the conclusions of one study by Dr. Stephen Brumberg are summarized below:

1. ACPO has demonstrated the effectiveness of mass media in reaching a sizable rural population which is both dispersed and isolated.
2. The ACPO experience has shown that the use of radio alone was not in itself a sufficient teaching vehicle but that printed matter such as textbooks and readers and newspapers were required to reinforce the radio message.
3. The use of multiple media approaches by ACPO were greatly strengthened by the use of field workers to motivate learners, guide the learning process, and assist in the application of knowledge and skills to practical situations.
4. ACPO's Experience demonstrates the role of a mass media educational program as an important complement in rural development efforts.

At the present time the Florida State University, with support from the United States Agency for International Development, is engaged in a two and one-half year evaluation on the overall effectiveness of the ACPO educational model in terms of its immediate effects and long range consequences on campesinos and campesino life. It is intended that the findings of the evaluation will be utilized to develop a comprehensive set of guidelines that will be useful to nations throughout the world in the development and/or improvement of non-formal education programs for the rural populations.

VI. THE FUTURE OF ACCION CULTURAL POPULAR

The future of ACPO depends on the solution to a number of problems the institution currently faces in its efforts to improve the life of the rural population.

One problem is related to the need to adjust both the content and the methodology of ACPO's educational program to the changing needs of the campesinos. Two factors must be taken into account: (1) the increasing number of campesinos that are migrating to the cities, (2) the over abundance of communication media which are constantly bombarding the campesino and the campesino communities.

Migration involves more than the quantitative aspects of the movement of campesinos leaving one place and going to another to live. It means more and more that there are changing values and changing attitudes within the campesinos who are trying to solve their problems, not through the improvement of agricultural techniques, but in finding new sources of employment in other sectors, notably in industry and construction.

The major increase in the number of communication channels to the campesino, indicated by the existence of more than 300 radio stations in Colombia and by the great variety of programs that are broadcast, especially of an entertainment nature, makes it difficult for the campesino to adjust his life to the degree of austerity required if he is to spend a significant part of his free time in a radiophonic class.

If educational radio is to confront successfully either or both of these factors, a great deal of innovation in both content and methodology of the programs is necessary. Since the educational program is aimed at adults, the content must be developed with consideration of the problems, the aspirations, and the expectations of the target audience. The methodology must result in programs that are interesting, up-to-date, and modern and that use top quality talent in order to compete with the commercial radio programs that are intended solely to entertain. In addition, consideration must be given to the development of new systems for reaching the target audience, similar to the use of study records recently inaugurated by ACPO.

A second problem is related to the adaptation of educational programs to the specific circumstances and needs of the different regions of the country. One of the phenomena of development is that what initially were stated as general problems

of the entire country are modified at a later stage of development in their application to each region or zone. Thus, at the early stages of national development one problem may be generally stated as the need to improve the technology of agriculture. But, when development is more advanced and deals with specific agricultural products in particular regions, the problem becomes one of the specific techniques needed in a specific area rather than merely the general improvement of agricultural technology. While it is relatively easy for educational radio to provide general information regarding a problem, it is much more difficult to offer concrete applications to audiences that live in different regions in different circumstances. The future of the radiophonic school lies in its ability to diversify programs so that the information provided can be applied to the specific and particular characteristics of each region.

A third problem is related to the local community support needed for the educational program. The effectiveness of an educational program depends in part on the interest of the communities served and the support they provide. If that support is to be obtained, the communities must view the program as their own. When organized groups in a community work together for the solution of problems, these groups become interested in identifying the services which various organizations can provide. In locating these services the communities not only approach the solution of their problems but also strengthen the organizations that offer such services. If ACPO can create at the local level appropriate mechanisms of organization and can maintain them, then the role of the institution is assured.

Thus, the future of ACPO and the radiophonic schools depends on the development of the capacity for innovation, the capacity to adapt programs to local conditions, and the capacity to organize the users of its services. For these tasks, ACPO must not only preserve the "mystique of work" that has been one of the most important contributions of the institution to the development of the country but must add to that mystique a larger and stronger professional commitment that will enable it to confront these challenges successfully.

APPENDIX

ACPO Statistical Data
ACPO Education Model
ACPO Organizational Levels
Selected References

ACPO STATISTICAL DATA

Radio Sutatenza (Four broadcasting stations)

– Hours of transmission per week

	Medium wave	Short wave	Total
Educational programs (courses)	25:00	55:00	80:00
Other educational programs	16:45	2:30	19:15
General programs (music, news, sports, etc.)	88:45	27:30	116:15
Total	130:30	85:00	215:30

– Hours of transmission for each course

	Medium wave	Short wave	Total
Mathematics and Communication	5	15	20
Health and Economics	10	15	25
Our Community	5	15	20
Basic Education	5	10	15
Total	25	55	80

– Estimated audience: 10 million persons (47.4 % of the total population of the country).

– Radio station network and coverage

Location	Area covered	Audience reached
Bogotá	175,000 Km²	6 million persons
Barranquilla y Magangué	135,000 Km²	2.26 million persons
Cali	110,000 Km²	2.55 million persons
Medellín	115,000 Km²	2.79 million persons

– Power: 750 Kws

Radiophonic Schools in 1976

Number of radiophonic schools	17,615
Number of students enrolled	62,365

El Campesino (Weekly Newspaper)

– Average weekly circulation:	41, 522 copies
– Estimated number of readers:	4 per copy –in addition, the number of radiophonic schools using the newspaper as an educational element is estimated to be 7,802

– Communities reached: 604

Cartillas (Textbook)

– Distributed in 1976:	
· Collection (6 books):	14,419
· Basic Text:	5,882
– Total distribution since first publication	
· Reading textbook (1951 - 1962)	600,322
· Collections (6 books) (1962)	702,993
· Basic text (1962 - 1971)	381,020
· New basic text (1971 - 1976)	332,793

Library of the campesino

– Number of copies distributed in 1976:	251,294
– Number of copies distributed since first publication (1964):	1,861,383
– Total number of titles:	50

Set of records for study (five records and basic text)

– Distributed in 1976:	3,531
– Distributed since first issued (1975):	5,724

Correspondence from campesinos

– Letters received in 1976:	46,670
– Total letters received since the beginning of the correspondence program (1953):	934,659

Institutes

– Students per course in 1976:	
· Community Workers:	597
· Leaders:	107
· No course for supervisors offered in 1976	
– Students per course since origin of program:	
· Community Workers: (1954)	11,201
· Leaders: (1962)	1,975
· Supervisors: (1965)	333
– Teacher educators on institute staff in 1976:	36

ACPO personnel in 1976:

Radiophonic School Monitors:	10,623
Number of Community Workers:	960
Number of Leaders:	300
Number of Supervisors:	35
Number of Zone Chiefs:	7

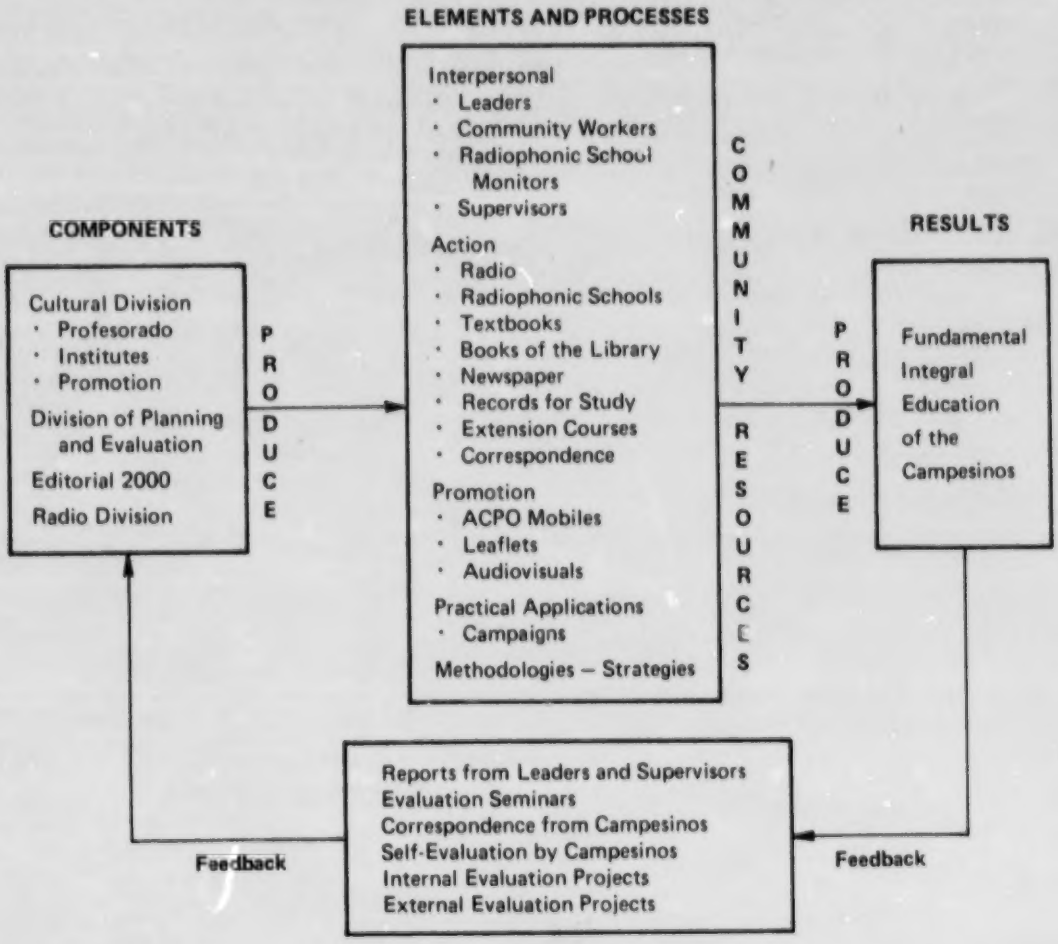
The case study writers

Dr. Hernando Bernal Alarcón
Director, Planning and Evaluation
Acción Cultural Popular - Calle 30 No. 9-15 – Bogotá, Colombia

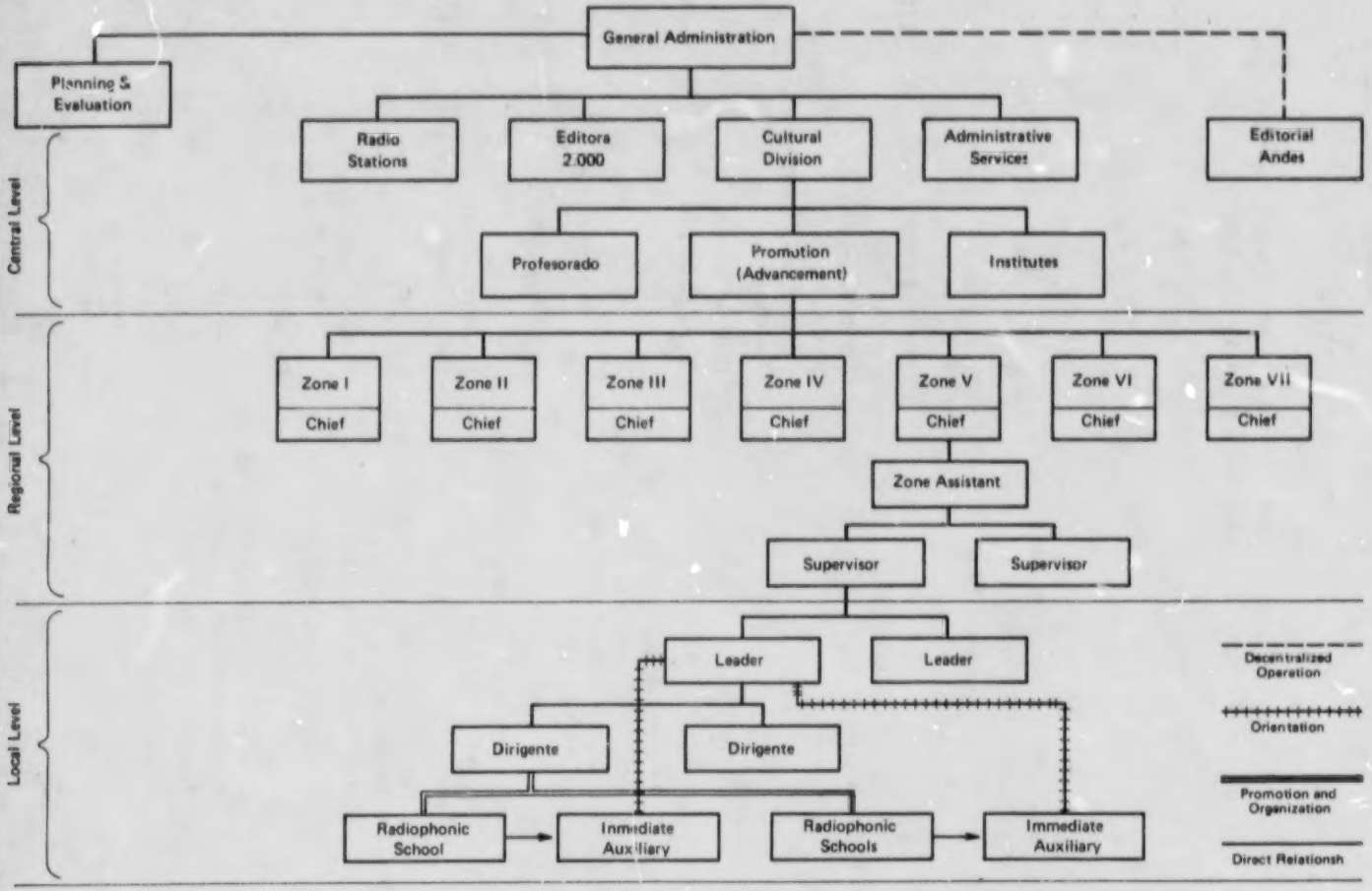
Dra. Liliana Muhlmam de Masoner
Project Field Coordinator
Florida State University - Acción Cultural Popular Evaluation Project
Carrera 39 A No. 15-11 – Bogotá, Colombia

Dr. Paul H. Masoner
Resident Consultant
Florida State University - Acción Cultural Popular Evaluation Project
Carrera 39 A No. 15-11 – Bogotá, Colombia

THE ACPO EDUCATION MODEL



ACPO ORGANIZATIONAL LEVELS



SELECTED REFERENCES*

* All references are published by Acción Cultural Popular except those marked with an asterisk (*).

Título	Autor	Fecha
Principios Ideológicos. Estatutos (Personería Jurídica).	Varios	
Muestra piloto de las Escuelas Radiofónicas Rurales	S. Ferrer Martin experto de la UNESCO	1958 - 1959
* Las Escuelas Radiofónicas de Sutatenza – Colombia	Camilo Torres Restrepo Bertha Corredor R. Centro de Investigaciones Sociales (CIS).	1961
Cruzada Cultural Campesina	Dpto. de Sociología	1964
,Introducción al Estudio de la Sociedad	Dr. Hernando Bernal A.	1965
* A study of the effectiveness of the educational program of the radiophonic schools of Sutatenza. – University microfilm – Ann Arbor,	Primrose, Sister Vicent Marie Ann Arbor, Michigan	1965
Acción Cultural Popular, sus principios y medios de acción ("Libro Azul")	Francisco Houtart Gustavo Pérez	1966
Opinión de los Líderes sobre el funcionamiento de las Escuelas Radiofónicas en Colombia.	Lucila Gómez Posada	1967
Educación Fundamental y Desarrollo Integral	Dr. Hernando Bernal A.	1967
El uso sistemático de los medios masivos de comunicación en programas de desarrollo.	Dr. Hernando Bernal A.	1968
La operación Antioquia de Acción Cultural Popular	Dr. Hernando Bernal A. Dr. César Palacio L.	1968

36 A

Título	Autor	Fecha
Evaluación de la operación Antioquia de Acción Cultural Popular.	Antonio José Niño	1968
Influencia previa de los elementos de Acción Cultural Popular sobre los jóvenes campesinos que asisten a la primera promoción de los institutos.	Lucila Gómez Posada	1968
Programación de las emisoras de "Radio Sutatenza"	Varios	1969
La audiencia campesina de "Radio Sutatenza"	Lucila Gómez Posada Antonio José Niño Mildred Perilla María Umaña	1970
Escuelas radiofónicas, modernización, innovatividad y grado de desarrollo regional. (Síntesis y Comentarios de los hallazgos de la Investigación del Instituto Alemán para el Desarrollo sobre ACPO).	Síntesis: Esteban Musto Instituto Alemán para el Desarrollo Comentarios: Dr. Hernando Bernal A.	1970
Apuntes para una Sociología del desarrollo.	Dr. Hernando Bernal A.	1970
Encuesta sobre radiodifusión entre los campesinos.	Lucila Gómez Posada Alvaro Gutiérrez Pinto	1970
Los líderes de opinión y su importancia en el desarrollo de la comunidad.	Dr. Hernando Bernal A.	1970
Marginalidad rural y desarrollo en Colombia. (Tesis de grado para obtener el título de Economista y distinguida con carácter de Meritoria).	Alvaro Gutiérrez Pinto	1971
Ideas sobre planeación y programación	Alvaro Gutiérrez Pinto	1971
Los medios de comunicación social al servicio del desarrollo rural. Análisis de la Eficiencia de "Acción Cultural Popular - Radio Sutatenza" (Colombia).	Esteban Musto	1971
Educación Fundamental Integral y medios de Comunicación Social. El uso Sistemático de los Medios Masivos de Comunicación en Programas de Desarrollo.	Dr. Hernando Bernal A.	1971

36-B

Título	Autor	Fecha
Educación no-formal para el desarrollo rural	Stephan F. Brumberg	1972
Ideas sobre el tema "Comunicación social y desarrollo"	Dr. Hernando Bernal A.	1972
Conclusions of some studies on the effectiveness of the radiophonic schools of Acción Cultural Popular.	Stephan F. Brumberg Esteban Musto Hernando Bernal A. Sister Vincent Marie Primrose	1972
La Industria y el Desarrollo Social	Dr. Hernando Bernal A.	1973
La Política y Yo	Dr. Rodrigo Losada L.	1973
Evaluación "Curso Progresivo" Primera Parte.	Martha Restrepo S.	1973
El liderazgo de opinión como refuerzo de la acción de los medios masivos de comunicación.	María Clara G. de Zárate Dptos. Sociología ACPO y Universidad Javeriana	1973
Evaluación "Curso Progresivo" Segunda parte.	Martha Restrepo S. Luz Marina de Castillo	1974
Los medios masivos de comunicación al servicio del desarrollo rural en Colombia. (Traducción de un Documento preparado por el autor para el Internacional Council for Educational Development).	Stephan F. Brumberg	1974
Evaluación de los dirigentes. Institutos campesinos de ACPO	Betty Marting U. Luz Marina de Castillo	1974
Diálogo con los líderes.	Preparado por el Prof. Lázaro Jiménez A. en colaboración con otros miembros del Dpto. de Planeación y Evaluación	1974
Evaluación curso de vacaciones "Educación y Familia" Diciembre/73 - Enero/74. Proyecto World Education - ACPO	Martha Restrepo	1974

Título	Autor	Fecha
El papel de la radio en el desarrollo: cinco estrategias de utilización. (Boletín Informativo No. 4. Information Center on Instructional Technology) Academy for Educational Development.	Prof.: Emile G Mc. Anany Institute for Communication Research. Stanford University Traducción: Patricia Avila Dpto. Sociología ACPO	1974
Diseño de una investigación "Participación campesina en la producción de materiales educativos escritos, utilizando un equipo móvil de comunicaciones".	Dr. Hernando Bernal A. Eduardo Nieto Moyano.	1975
Teoría y Práctica de la Acción Cultural Popular. Tomos: I y II.	Dr. Hernando Bernal A.	1975
Análisis del Personal Educador del Campo.	Eduardo Nieto M.	1975
Resultados del Censo de Escuelas Radiofónicas - 1975	Eduardo Nieto M. Guillermo Torres Z.	1975
Análisis de comprobaciones 1974 Cursos: Básico, Progresivo y Complementario.	Eduardo Nieto M. Guillermo Torres Z. Luz Marina de Castillo.	1975
Estudio exploratorio de análisis de la correspondencia. Primer Semestre de 1975	Castillo, Luz Marina de Nieto, Eduardo.	1976
Comunicación, Educación no-formal y desarrollo Nacional: Las Radio-Escuelas colombianas	Juan Ricardo Braun	1976
* Comunication in development. Modifications in the classical diffusion model for family planning.	Dr. Everett M. Rogers	
* Radio forum y radio escuelas rurales en la educación para el desarrollo.	Dr. Luis Ramiro Beltrán	
Censo de escuelas radiofónicas 1976	Guillermo Torres Z. Ernesto Santos	1977

ACCION CULTURAL POPULAR

Mass Media in the Service of Colombian Rural Development

for the

International Council for Educational Development
April 1972

"Major Lessons of ACPO's Experience"
(Chap. VI p. 92 - 203)

Stephen F. Brumberg

40

MAJOR LESSONS OF ACPO'S EXPERIENCE

The preceding sections of this paper have described and analyzed the evolution of ACPO's educational program. In this concluding section, we shall try to extract the major lessons of ACPO's 24 years of experience in the field of mass nonformal education in rural Colombia.

1. ACPO has demonstrated that the mass media can be effectively utilized to reach a sizable rural population which is both widely dispersed and isolated. It was found, however, that one medium, namely radio, was not in itself a sufficient teaching vehicle. Printed matter in the form of textbooks, newspapers, and special readers were required in order to reinforce the radio messages.

2. The multiple media must be employed in a coordinated manner. The same message, delivered by the various communication channels, picks up additional audience in the process and more importantly, reinforces the given message, increasing the probability that it is accurately perceived.

3. Mass media were found to be insufficient even when several communication channels were employed. Personal contacts were needed to motivate the learners, reinforce the messages, organize the distribution of materials and particularize the learning.

4. To ensure coordination and reinforcement of messages disseminated through various media channels, complemented by field personnel, it would appear that a single entity must control the production and transmission of the messages and the training and administration of field personnel.

5. While mass media educational efforts can make an impact among rural dwellers, the ACPO experience clearly demonstrates that such impact can be greatly increased if a local organization is present to motivate the *campesinos*, organize them, and provide reinforcement.

6. ACPO has demonstrated that it is possible to mobilize local human resources to volunteer their time and effort in a mass educational program. Such volunteers (auxiliares) can perform limited and specific functions with minimal training. They function best when their duties are limited and sharply defined, and when they are backed up by a local organization that includes individuals with more extensive training.

7. Getting individuals to volunteer apparently requires a strong motivational and inspirational message. Potential volunteers must believe that their efforts will be of value to themselves and their community. The possibility that such volunteers may be selected for special training at one of ACPO's institutes and that

further promotion may be anticipated may encourage individuals to volunteer.

8. The influence of the local priest appears to have a significant effect on ACPO programs. His active participation has tended to result in the program's success at the local level whereas his lack of participation or active opposition has usually meant less acceptance for the programs in that locality. Over the years ACPO has sought to increase lay control of local activities, thereby reducing reliance upon participation of the local priest. They first mounted a local *líderes* course and later a program for regional leaders. Such leaders not only serve as an administrative/motivational capacity, but also are seen as crucial to the adaptation and localization of instruction.

9. Reliance on the local priest and appeals to the religious loyalties of the *campesino* may be seen in a more positive light. A mass education program must gain the support and approval of the local power structure if it is to be effective within given communities. In Colombia, the local priest figures very prominently in this power structure; in other countries a similar power position may be held by a local chief or mayor, and they too would have to be won over to the objectives of the educational program. ACPO (even as it seeks to reduce reliance on the priesthood) has sought to involve the local priest in the programs, has held special courses for them, and has attempted to present their role as complementary to, rather than in conflict with, that of the priest.

10. ACPO has not sought to supplant existing religious loyalties and beliefs. Rather it has attempted to expand upon and, in some cases, reinterpret prevailing beliefs in the direction of what it has called the "authentic Christian humanism". In the case of ACPO, which has Church ties, ideological conflict may not have presented serious problems. But is appears clear that prevailing beliefs and loyalties must be taken into account in any mass educational effort.

11. ACPO's policy of training rural young adults to serve as local staff for one –to two-year periods and of using local volunteers has resulted in a considerable spin-off of trained and experienced people who, according to ACPO, generally remain in their rural communities. They provide a much needed leadership pool, serving as both indigenous organizers and local opinion leaders.

12. In a mass education program that seeks to treat the "whole man" a clear ideological stance is important. It lends cohesion to the program, serves to establish clear objectives, and lends authenticity to spiritual and motivational messages. ACPO has fostered a developmental mystique among its workers and its audience, and evidence suggests that this has resulted in greater dedication among staff within the organization and a considerable degree of voluntary action on the part of *campesinos*.

13. The educational content of a mass media program needs to be practical and motivational, applicable and applied. The content of fundamental integral education is based on ACPO's diagnosis of *campesino* real-life needs and does not duplicate the formal school curriculum. (The departure from this position in the content of the Complementary Course is questioned by the author on these very grounds).

14. The movement within ACPO is seemingly away from imparting information or "knowledge" and toward more accent on motivation and attitude formation. This appears to be an attempt to overcome rural inertia and to help *campesinos* understand that they can be active agents in their own and their communities, development.

15. Action campaigns appear to be an excellent means of demonstrating that learning can be applied and can result in an improved standard of living. The success of campaigns, both as ends in themselves and as didactic devices, depends in large part on the presence and involvement of local personnel.

16. A mass media educational program coupling radio, printed materials and local staff appears to be effective in teaching *campesinos* to read and write. But perhaps more importantly ACPO has provided considerable reading matter appropriate to *campesino* reading levels which serves to reinforce and maintain the literacy levels of *campesinos*.

17. The success of an educational program based on mass media depends upon a professional staff of high calibre. Such staff must not only produce and transmit educational programs, but also serve as a back-up staff to local level personnel with whom they must maintain close contact.

18. The radio network of ACPO competes with commercial radio for listeners. It is important, therefore, for radio program staff to be aware of listeners' tastes and to gear programs to the interests of its intended audience.

19. The technical staff must be of the highest calibre to ensure that radio transmitters stay on the air, that programs are technically perfect, and that the newspaper and other publications meet their deadlines.

20. Mass media educational programs require effective feedback mechanisms to ensure that the right messages are being broadcast, that they are being accurately perceived, that a loyal listening audience is being built up, and that the learning offered is put into practice. ACPO has successfully used correspondence as a feedback mechanism in order to adjust its program content. In general, however, it has not effectively monitored its program and cannot accurately gauge its impact in rural areas. Full use has not been made of local personnel as a potentially rich feedback channel.

21. Related to the problem of feedback is the need of the *campesinos* to communicate their needs, interests, and desires to the agencies concerned with rural development. These include ACPO and the various agencies of the central government. At present the *campesinos* have little voice in the development of ACPO's program, nor has ACPO systematically solicited their views. This is now recognized by ACPO, which plans to involve *campesinos* more directly in the selection of content and editorial position of *El Campesino*, making the newspaper more a voice of the *campesino* than the voice of ACPO.

22. ACPO rightly sees its educational efforts as one complementary input into the total rural development effort. It must, therefore, coordinate its activities with those of other rural development agencies. On one level, ACPO has succeeded in informing *campesinos* of the availability of given services and has encouraged *campesino* utilization of such services and participation in local activities. At the national level it has concluded agreements with several prominent rural development agencies. At the local level, however, its own organization does not always achieve effective coordination with other services.

23. A mass educational program such as ACPO's cannot expect substantial short-term payoffs in terms of rural development. It is a long term effort and depends in large part on the presence of other development inputs into rural communities.

24. One of the benefits which may be expected of a national mass media program employing radio and newspapers is the development of a national consciousness and sense of national identity on the part of hitherto isolated *campesinos*.

25. ACPO has demonstrated that the mass media components of its educational program can be commercialized, which has enabled it to self-finance a substantial portion of its activities. This can be done without jeopardizing the institution's educational program. It even has certain benefits in that it encourages efficiency and a generally professional attitude among the staff. The danger is that the institution may try to increase business at the expense of the educational program. ACPO's attempt to cultivate an urban radio audience in order to attract more advertising, for example, may deflect their attention from their prime target group, which is rural.

26. It is difficult to design a program that attracts all subgroups in a rural audience. ACPO draws most of its audience from among small landholders. It has little apparent impact among landless farm workers and the technical information offered in its radio programs (most of such information deals with farm practice) is in general not of direct practical value to nonfarm rural dwellers.

27. It is to ACPO's credit that it has been able to expand and adapt over time. It seems to have profited from research (internally and externally conducted) and has adjusted its program to meet the criticisms that it has deemed legitimate. Since ACPO's objectives are long-term it must remain flexible and adjust itself to rapidly changing circumstances.

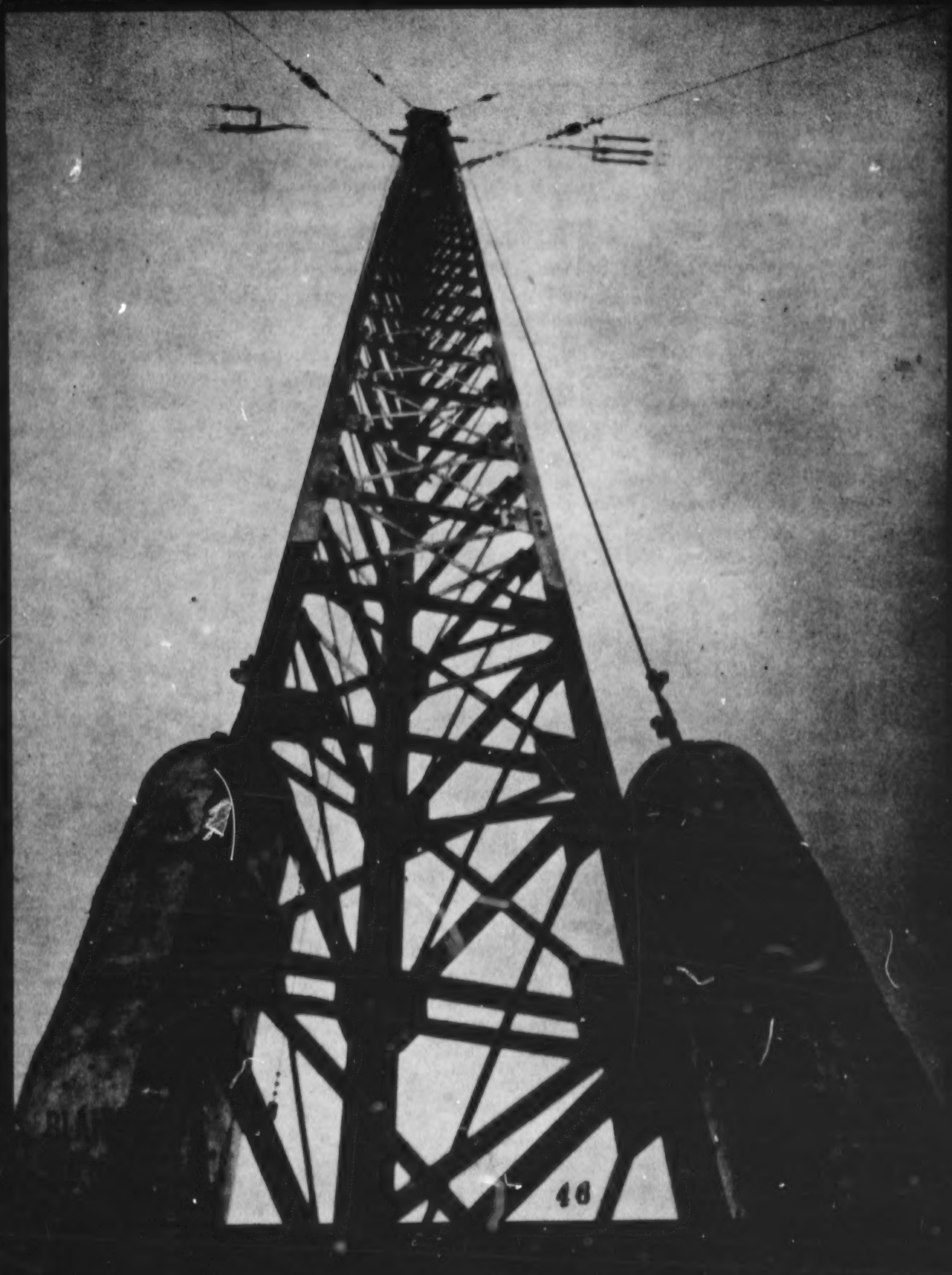
In large part, ACPO demonstrates the effectiveness of a mass media based educational program as a major complement in rural development efforts. The lessons arising out of ACPO's experience in Colombia should serve as useful guides in planning for human resource development in rural areas.

It must be recognized that ACPO has features that are not readily transferable to other countries, particularly those where education and communication are primarily the responsibility of the public sector. ACPO's private status allows it considerable freedom from central government control. It does not have to vie with other government departments for budget allocations (although it does receive some government funding). Its personnel policies, relying heavily as it does on volunteers, are also distinct from normal government practice.

Nor does ACPO find itself involved in jurisdictional disputes which may occur within government. Its activities overlap the fields of education, communications, publishing, and community development.

Its ties to the Catholic Church also differentiate ACPO from government as does its realiance on parish priests at the local level. But whatever agency sponsors a mass education program -- whether private or public, church affiliated or not -- it will need to seek the collaboration of local leaders. Within the Latin American context the local priest is in a key power position. It should be noted that ACPO's initial reliance on priests to legitimate the program and promote and administer local efforts has changed. ACPO staff *(líderes)* are now largely responsible for promotion and administration and the priest mainly serves as a legitimating force.

It is, of course, possible that a mass media education program such as ACPO's can be run by government, either within the regular bureaucratic structure or established as an autonomous agency (as in the case of vocational - technical training in Colombia which is the responsibility of SENA). However it is administratively structured, such a government-sponsored program would require the same type of dynamic leadership as ACPO's, as well as the flexibility ACPO has enjoyed in terms of budgeting, programming, and personnel. Finally a government program would need to be in a position to control the content of the various media to ensure that the messages disseminated via these multimedia channels complement and support one another.


40

"COMMUNICATION MEDIA FOR RURAL DEVELOPMENT"

Comunidades

(Año V – Septiembre – Diciembre – No. 15)
(p. 7-31)

Esteban Musto

Instituto Alemán de Desarrollo
June, 1971

47

COMMUNICATION MEDIA FOR RURAL DEVELOPMENT

The Colombian Model "Radio Sutatenza"*

Radio Sutatenza

Since 1947 Radio Sutatenza has been a synonym for the promotion of rural development by mass media. It was in that year when José Joaquín Salcedo, young chaplin of the Andean town of Sutatenza and amateur radio operator, installed a closed circuit transmittor with three receptors. Thus, the first radio schools were established with the purpose of teaching the economically and culturally isolated peasants of the region the basic elements of the alphabet, religion and informed methods of agricultural production. At the present, Radio Sutatenza, under the name "Acción Cultural Popular" (ACPO), is the most important institution in the field of popular education in Colombia and is a model for the promotion of rural development in all Latin America. The Institution comprises 250,000 registered students and nearly 20,000 radio schools throughout the country.

ACPO is directed toward isolated peasants, with the purpose of enabling them to participate actively in the economic, social and cultural activities of the nation. It provides a fundamental and integral educational system whose contents are found in the following five booklets: "Alphabet", "Numbers", "Health", "Economy and Work", and "I Believe in God". The purpose of this basic education is the "evolution of the person as an agent of development": the changing of external structures must be the result of conscious efforts of qualified and motivated individuals for the attainment of said purpose. ACPO exploits human resources. The instrument for the accomplishment of these objectives is communication. ACPO utilizes mass communication media and interpersonal contacts. These action elements constitute a complex system in which each element is programmed to complement and strengthen the efficacy of the others. The mass communication media are: radio transmissions, the five booklets which provide visual reinforcement, the weekly newspaper "El Campesino" ("The Peasant"), the Peasant Library, records and magnetic tapes. The interpersonal contacts consist of the activity of the radio schools at the local level, the formation of peasant leaders and direct correspondence between the institution and the peasants.

---

* The present paper is a summary of part of an investigation performed by a team from the German Development Institute (Berlín). For the complete paper, see S. A. Musto et al: *Massenmedien als Instrumente der landlichen Entwicklungsforderung*, Berlin, 1969.

The radio programs are transmitted through eleven broadcasting stations between 10 and 25 kilowatts, installed in four strategic regions of the country. Approximately 10 percent of the program consists of special transmissions for the radio schools; the remainder is composed of other educational transmissions, entertainment, radio theater commentaries, news and music. The weekly newspaper "El Campesino" is the most important periodic publication in the rural regions of Colombia. It has an average printing of 50,000 issues. This newspaper as well as the Peasant Library, wich in 1968 issued twelve volumes (370,000 copies, each one sold for the price of one egg) offered the peasants who learned to read and write in the radio schools the opportunity of practicing and improving their acquired knowledge.

The activity of the radio schools at the local level accomplishes both educational and administrative purposes. Regional and local representatives of ACPO supervise the work and the results obtained in the radio schools and try to encourage and give advice to the peasant families. The schools themselves are founded by peasant leaders trained in two special institutes of ACPO located at Sutatenza (Boyacá) and Caldas (Antioquia). By the end of 1968, these institutes had trained 6,222 men and women leaders. The average time of active collaboration of these leaders with ACPO is approximately two years. Finally, it is worthwhile mentioning the correspondence as an action element: ACPO receives around 60,000 letters a year, each of which is systematically answered, filed and evaluated in accordance with sociological criteria. The institution considers this correspondence as well as its peasant listeners and readers a kind of sounding out of public opinion and evaluation of its programs.

Table 1 – RADIO SCHOOLS, 1948 – 1968

Year	Towns	Radio Schools	Students
1948	1	3	45
1953	318	1,804	15,648
1958	792	17,162	145,248
1963	905	24,059	227,735
1968	1,000* approx.	20,000* approx.	179,685

Source: 3.

* The exact data for 1968 had not been compiled in time to be included in this study.

ACPO regularly organizes campaigns to encourage the adoption of innovations in the fields of health, social hygiene and production. For this

purpose the institution programs all its elements of action in such a way that during a campaign, both the broadcasting stations and the newspaper as well as the peasant leaders actively participate in the dissemination of relevant information. The leaders inform ACPO's twenty regional offices of the results of the campaigns and of the work of the radio schools. The offices then transmit this information to the headquarters in Bogotá for the purpose of quantitative and qualitative evaluation.

The figures in Table 2 represent the results of some of the campaigns carried out by ACPO between 1954 and 1966. Due to the fact that the statistics department and the regional offices of the institution have been operating only since 1964, this data was extrapolated from a study performed by UNESCO (13) and therefore it must be interpreted with reservations regarding its reliability.

Table 2 – INNOVATIONS ADOPTED AS A CONSEQUENCE OF SOME CAMPAIGNS CARRIED OUT BY ACPO BETWEEN 1954 – 1966

New Houses	32,585
Repaired Dwellings	80,284
Aqueducts	26,993
Vegetable Gardens	91,133
Fertilizer Pits	120,2[illegible]
Poultry Farms	34,281
Bridges	5,621
Sports Grounds	9,893

Source: 3

It is estimated that approximately 30,000 persons annually learn to read and write in the radio schools. The annual number of students who finish the advanced course (studies of production techniques and rural economy) is between 20,000 and 50,000. ACPO estimates that the total number of students who in the last twenty years followed the radio courses and took the final exam reached one million. Although this seems to be an exaggerated figure, for the present study found considerable deviation from ACPO's official information, there is no doubt that during its two decades of existence, Radio Sutatenza has produced an important educational impact in the Colombian rural areas and has contributed to a series of objective and subjective improvements in the life of the isolated peasant.

ACPO finances its activities from three sources: its own income originating in the limited commercialization of its communication media (advertisements, press, etc.), a contribution from the Colombian government which is granted pursuant to

a contract of services signed in 1958, and donations and credits from several Colombian and foreign institutions. ACPO is a non-profit organization and a "work of the Catholic Church". Notwithstanding, it tries to establish an efficient self-financing system to cover in increasing proportions its regular expenses with its own income.

Objetives and Methods of Investigation

The objective of the empirical investigation was to measure and evaluate the effects produced by ACPO's activities in accordance with the purposes of the institution itself and in accordance with the purposes of the Colombian development policy. Therefore these purposes had to be transformed into operational evalutaion criteria.

ACPO's purposes and those of the government's official development policy were ascertained and put into operation using the following methodology: 1) analysis of intentions and prospects based on official documents, 2) analysis of the same based on activities effectively accomplished, 3) construction of a system of purposes as a result of the previous analysis, 4) correction of this system of purposes by corresponding institutions ("feedback") and 5) construction of a new system of purposes, corrected and approved by corresponding institutions.

ACPO's principal aim is "The Formation of the Individual". This abstract objective is expressed in the following two secondary purposes: "Modernization of Attitudes and of Cognitive Structures" and "Modernization of Objective Living Conditions". Each of these secondary purposes shall be converted into objects of measurement through appropriate indicators. The indicators of modernity of cognitive structures and of attitudes are composed of characteristics which refer to the information level, motivation, degree of religious secularization and to the sociopolitical conscience. These characteristics are integrated in a unitary scale inspired by the "modernity scales" of D. Lerner and D. H. Smith – A. Inkeles.[1] The modernity indicator of external living conditions is the number of innovations disseminated by ACPO and adopted by peasants in the investigated regions.

Since ACPO wants to contribute to the socio-economic development of the rural population, it is necessary to evaluate the results of its activities in relation with the official objectives of the rural development policy of the Colombian government. These objectives have been identified as "the integration of isolated peasants into the economy of the country" and "the increase of agricultural

[1] Compare D. Lerner: *The Passing of Traditional Society*, Glencoe, 1958, and D. H. Smith – A. Inkeles: *Measure of Individual Modernity*, in "Sociometry", volume 29 number 4, 1966.

production". The indicator of the first objective is a scale composed of elements related to participation in the market, savings and investment, and works of community development. The variation in net family income has been used as the indicator of productivity increase.

The hypothetical context of the effects desired by ACPO and of the necesary effects for a meaningful contribution to the socio-economic development of the rural population have been represented in this study. The method employed for the empirical investigation is based on the implications of this model. The principal objective of the investigation was to inquire if the impact of ACPO's educational activities is significant according to the criteria of socio-economic development.

The primary data was gathered in six regions of Colombia which were chosen in accordance with the following criteria: 1) degree of ACPO's influence according to the existing radio schools in a determined region, 2) degree of regional development according to per-capita income in a given region, and 3) socio-cultural comparison according to the technical-geographic characteristics of the regions. From the six chosen regions, three are considered influenced by ACPO's work and three practically not influenced; three are relatively developed and three very backward; two are situated in the southern mountain range (Nariño), two in the western range (Antioquia), one in the center of the country (Cundinamarca) and one on the Atlantic Coast (Magdalena).

In total, 1,000 interviews were carried out (926 of which were used). The total number interviewed was divided into three classes: 1) students of the radio schools, 2) people who usually listen to Radio Sutatenza and who are not students of the radio schools, and 3) a control group composed of persons who do not listen to Radio Sutatenza. The field study was not based on a sampling but on inquiries carried out with all of the families resident in the six chosen regions according to representation criteria.[1] Due to this fact and to other methodological reasons it is not fair to generalize the results of the investigation. These results are nevertheless meaningful, but in a strictly statistical sense they are not completely representative of the whole rural population of Colombia. The limited value of the data is reduced to the regions where it was obtained.

Influence and Popularity of ACPO

Since ACPO is directed mainly toward the isolated rural population, the study concentrated on regions relatively isolated from the economic and political

[1] The term "region" for the purpose of this study means the nucleus of a rural population (or municipality) with its corresponding surroundings.

trends of the country. In these regions the official measures for the encouragement of rural development, mainly the agrarian reform in effect since 1961, have not yet produced a sizeable impact for the change of structures.[1] The population of these regions as well as that of more developed regions is, for the most part, still living at a subsistence economic level. Although various small family businesses produce an income for subsistence, in all of the six researched areas the income depends largely on a single product. Production techniques are still the traditional primitive ones.

In all of the regions under study, the system of small family plots and small parcels of land (minifundio) is predominant. In the coastal regions the co-ownership system has also a certain importance. The cultural level of the adult population is low, notwithstanding improvements that may be observed in elementary education.

Table 3 – REGIONS RESEARCHED

Region	*Department*	*Inhabitants*	*Number of radio schools*	*Main Crop*	*Characteristic Structure*
Tibirita	Cundinamarca	5,200	27	Vegetables	Small prop.
La Laguna	Nariño	3,500	25	Wheat	Minifundia
Gualmatán	Nariño	3,000	—	Potatoes	Minifundia
Pantanillo	Antioquia	1,200	9	Potatoes	Small prop.
Mesopotamia	Antioquia	5,000	96	Potatoes	Small prop.
Riofrío	Magdalena	3,500	—	Bananas	Co-ownership

In these regions, inquiries were carried out with all those families whose incomes come mainly from agricultural production. The results of the investigation were that from the total persons interviewed, present or former students of the radio schools constituted twenty-five percent, and those who were not influenced by Radio Sutatenza, forty-four percent.

The ACPO wekly publication, "El Campesino", is well known and very popular among the interviewed: it is regularly read by 34.6 percent of the students, 25.5 percent of the listeners of Radio Sutatenza, and by 11.1 percent of the control group. As a whole, 60.7 percent of the total know about this newspaper and read it, at least occasionally. This seems to be a sizeable proportion considering the socio-economic and cultural conditions of the rural population.

[1] On the rural population of Colombia, see among others: G. Pérez (18) and O. Fals B. (11, 12).

The distribution according to the investigated regions is as follows:

Table 4 – RELATIONSHIP OF THE THREE CATEGORIES OF INTERVIEWED PERSONS ACCORDING TO THEIR REGIONAL DISTRIBUTION IN (%).

Region	Students	Listeners	Not-influenced
Tibirita	37.8	34.3	27.9
La Laguna	33.3	23.4	43.3
Gualmatán	7.1	39.3	53.6
Pantanillo	22.3	27.7	50.0
Mesopotamia	47.0	30.5	22.5
Riofrío	3.3	34.0	62.7

"El Campesino" is, therefore, first among the newspapers of the rural areas of Colombia: 59.9 percent of the total of interviewed persons (and of them 81.1 percent of the students of radio schools) named this weekly publication as their favorite paper.

On the other hand, the investigation could not collect favorable results on the teaching of reading and writing carried out by ACPO. Eighty percent of the interviewed showed acceptable reading and writing knowledge, and 78.5 of them claimed to have learned their alphabet in elementary school. Only 1.2 percent of the total and 4.3 percent of the students of the radio schools attributed their knowledge of reading and writing to the teaching of the radio schools. According to information from the National Ministry of Education the teaching of reading and writing through non-conventional means is losing importance due to the fast development of rural elementary schools. While ten or twenty years ago the radio schools were practically the only instrument for teaching the basic principles of culture in rural areas, at present it is estimated that the proportion of those who regularly attend elementary school exceeds 80 percent of the population of school age (between seven and twelve years old). Therefore, it is expected that the attendance of adult illiterates will constantly be reduced. In effect, since 1964 both the absolute number and the relative ratio of illiterate people in Colombia has permanently diminished. This is why ACPO also sees the necessity of changing its principal task from teaching the rural adult population to read and write to teaching the peasants special skills which may be used for the improvement of their living conditions and economic production.

The ideology and the organization, the contents of the messages and the proposals spread by ACPO correspond primarily to the necessities and problems of those peasants who live in the Andean regions. Altitude in Colombia is a very

significant factor in the socio-economic and technical-cultural conditions of the rural population. Therefore what one of the oldest collaborators of ACPO once said, with a bit of exaggeration, is very accurate: "The effectiveness of ACPO is limited to an altitude of between 1,500 and 2,500 meters above sea level". The results of the investigation had to be examined regarding the possibility of a distortion of the totality of the data due to the inclusion of the partial results of some special regions. In effect, the distribution tests showed that data from the region of La Corta (Riofrío) diverges significantly from the data gathered in the other regions, especially regarding the indicators of "modernity" and "income".

Effectiveness in Respect to the Objetives

The variables represented in the system of objectives (Table 1) were investigated regarding the following aspects: 1) average values attained by the interviewed on the four scales, according to the three categories, 2) relationship among the four variables, 3) distribution tests in order to verify differences between the group of those influenced and those not influenced by ACPO, and 4) the importance of other determinant variables.

Table 5 summarizes the average values attained on the different scales by the three classes of interviewed persons. It is clear that on the first three scales the average value of the students from radio schools is higher than the value attained by the non-registered listeners, and this in turn is higher than the value attained by those not-influenced, although according to the maximun attainable scores, these differences are not considerable. Regarding the net income, Table 5 does not allow conclusions on significant differences, due to the aforesaid insensitivity of the measuring instrument. Presenting the data in a different way, and as it will be seen later, it is nevertheless possible to prove that the ratio of students within the categories of highest income is greater and that within the categories of lower income is smaller than the ratios corresponding to those not-influenced.

Table 5 — AVERAGE VALUES PER CLASSES OF INTERVIEWED PERSONS

Variables	Highest Attainable Score	Students	Listeners	Not-influenced
Modernity of Attitudes [1]	20	9.5	8.9	8.6
Innovation	14	6.9	6.3	5.7
Integration	9	4.2	3.6	3.4
Net Income (in pesos) [2]	Unlimited	3.000 app.	3.000 app.	3.000 app.

[1] Without Riofrío (for the mentioned reason of the incomparability of the data).
[2] The data from the region of Riofrío is presented separately due to the mentioned impossibility of comparing the typical attitudes and the income structure of this region with the other five regions.

Note: The income categories employed in the questionnaire were not adequate to measure the differences in small incomes. On the other hand, more subtle categories could have easily falsified the data, for very few peasants were able to give exact information on their net annual income. Only 16.6 percent of the interviewed keep a more or less regular record of their income and expenses. Regarding their incomes in Table 5, the average value attained was not calculated but only the most frequent value.

The following Tables represent the percentage distribution of the three interviewed classes above and below the arithmetic average of the values attained on the respective scales:

Table 6 – PERCENTAGE DISTRIBUTION ABOVE AND BELOW THE MEAN VALUE. MODERNITY SCALE (mean value = 9.2)

Scale Values	Students	Listeners	Others	Riofrío*
Low Values (0 – 9)	50.0	58.0	60.0	3.0
High Values (10 – 20)	50.0	42.0	40.0	97.0

Table 7 – PERCENTAGE DISTRIBUTION ABOVE AND BELOW THE MEAN VALUE. INNOVATION SCALE (mean value = 6.5)

Scale Values	Students	Listeners	Others
Low Values (0 – 6)	36.2	51.8	61.2
High Values (7 – 14)	63.8	48.2	38.8

Table 8 – PERCENTAGE DISTRIBUTION ABOVE AND BELOW THE MEAN VALUE. INTERPRETATION SCALE (mean value = 3.7)

Scale Values	Students	Listeners	Others
Low Values (0 – 3)	29.0	46.4	54.0
High Values (4 – 9)	71.0	53.6	46.0

Table 9 – PERCENTAGE DISTRIBUTION ABOVE AND BELOW THE MOST FREQUENT VALUE. INCOME SCALE (3,000 pesos)

Scale Categories	Students	Listeners	Others	Riofrío
Less than 3,000 pesos	67.0	79.0	85.0	26.0
More than 3,000 pesos	33.0	21.0	15.0	74.0

The above Tables demonstrate once more the superiority of the radio students over the other interviewed classes with respect to the investigated characteristics. Although the most frequent amount of income among all classes of interviewed people was approximately 3,000 pesos, the distribution presented in Table 9 schows the relative superiority of the students in comparison with the listeners and the not-influenced. Of course these data are not sufficient in order to draw conclusions on the influence of the ACPO activities. In this part of the study only causal relations between the influence of ACPO and the superiority of the radio students with respect to the innovation of the interviewed have been proved. Table 10 represents the percentage relation of the innovations adopted by the three classes of interviewed people as a direct consequence of the influence of ACPO.

Table 10 – PERCENTAGE RELATION OF THE INNOVATIONS ADOPTED AS A CONSEQUENCE OF THE INFLUENCE OF ACPO REGARDING THE TOTAL OF ADOPTED INNOVATIONS

Innovations	Students	Listeners	Not-influenced
Cooking Stoves	20.0	4.3	2.7
Water Closets	13.5	3.7	2.1
Fertilizer Pits	25.8	5.3	2.8
Vegetable Gardens	33.7	9.1	3.3
Poultry Farms	27.0	4.4	1.3
Pigsty	12.2	1.3	0.9
Fumigation	36.7	10.0	0.0
Vaccination of Animals	31.5	9.0	3.6
Drinking Water	11.5	4.7	2.4

The acceptance of innovation by the radio students therefore depends on ACPO in a considerably higher measure over that of the other two groups interviewed. Of course, it would be very difficult to determine the approximate economic or social usefulness of each of these innovations.

The respective estimates in monetary terms worked out in 1959 by a UNESCO[1] expert were extremely arbitrary. For the effects of the innovation scale used in the present study, we have started with the supposition that all the innovations included in the scale were of approximately equal importance. Limiting the innovations of the interviewed persons to the last four years, it was possible to identify the following influential factors:

[1] S. Ferrer Martin: "The attempt to evaluate the innovations in monetary terms has not yielded satisfactory results". For an opposing wiew, see H. Bernal.

Table 11 – PERCENTAGE IMPORTANCE OF SOME FACTORS OF INFLUENCE IN THE ADOPTION OF INNOVATIONS

Factors of Influence	Students	Listeners	Not-influenced
ACPO	54.0	25.0	15.0
Other Organizations for Rural Development	9.2	13.0	20.0
Imitatioin of Innovators (neighbors, etc.)	33.0	53.5	58.7
Other Influence Factors (priest, etc.)	4.0	7.5	6.3

Since the objective of the present study is not to analyze the diffusion of innovations, the results concerning these innovations are limited to the following discoveries:

1. ACPO is not the only organization working in the promotion of improvements and innovations in the rural areas of Colombia.

2. Among the organizations that promote the adoption of innovations for rural development, ACPO is the most effective in a quantitative sense (the qualitative importance of the innovations and of the other factors of influence could not be determined precisely with the data gathered).

3. One-fourth of all the innovations adopted by the students of the radio schools and half of the innovations recentiy introduced by them are direct results of ACPO campaigns. The influence of these campaigns among the other two classes of interviewed people is less strong but real.

4. The students show in their innovations a certain dependence on ACPO; due to the influence of other organizations they are more receptive than the other classes of interviewed persons. Since the students adopted as a whole more innovations than the listeners, and these in turn, more than the not-influenced, their relative receptivity is higher than that of other control groups.

5. The students have a tendency to adopt innovations due to their direct primary influences, while the not-influenced seem to be followers (see Table 11). The ratio of the adopted innovations as a consequence of direct influences is 63.2 percent among the students, 38 percent among the listeners and 35 percent among the not-influenced by ACPO.

The students correspond, therefore, to the model of the innovator type to a much greater degree than the other people interviewed.

The correlations among the four variables (modernity, innovation, integration, and income) represent a test of ACPO's hypothesis that those, who because of the influence of the radio schools and campaigns acquire basic knowledge, change their traditional attitude toward progress and adopt innovations for the improvement of their living conditions, increase their chance of becoming more integrated into the economic and social life of the country and of attaining a higher income.

For this test, the absolute quantities of income have not been utilized; instead an ordinal scale of income variation has been used for the purpose.

Table 12 presents the correlation coefficients (Phi):

Table 12 – CORRELATIONS OF PAIRS OF VARIABLES (Coefficient Phi)

Pairs of Variables	Students	Listeners	Not-influenced
Modernity - Innovation	11	18	24
Modernity - Integration	23	19	12
Modernity - Income	12	15	*
Innovation - Integration	34	31	30
Innovation - Income	26	13	*
Integration - Income	19	20	*

* Due to an error in the programming of the data referring to the income of the region of Riofrío, it has not been possible to separate the total results. In order to avoid possible erroneous conclusions, the respective coefficients are not presented in Table 12.

Most of the coefficients were statistically significant, with the exception of those referring to the pairs "Modernity - Innovation" and "Modernity - Income" in the case of the students. In these two instances the X^2 - test favors the H_0. But also in the other cases, the relationship observed is weak so that important conclusions should not be drawn from them. The most significant relationship appears between the variables "Innovation" and "integration". Both of them are variables of evident behavior. The weakest ratios are always those in which "Modernity" is one of the variables.

"Modernity" is a variable of the orientations and attitudes but it does not seem to exert an outstanding influence on the evident behavior of the investigated population. It can be concluded that the directed change of the evident behavior produces more important results regarding a contribution to rural development than the change of mental orientations and attitudes.

Likewise, the variation (that is to say, not the absolute quantity) in income seems to relate more to the variables of conduct (innovation, integration) than to

the modernity of the mind and cognitive structures. Nevertheless, the ratios are not so significant as to deduce from them connections of unmistakable causality. In fact it would be illusory to suppose that in some regions, where cultivation of only one product is predominant and where the techniques of production have only reached the first phase of modernization, the enlargement of certain basic knowledge and the adoption of some new practices have exerted a significant influence on the economic and income structures. The correlation coefficients and the weak connections which they imply could better be interpreted as a confirmation of the fact that the improvements produced on the individual level (family) are not sufficient in themselves to cause outstanding multiplication effects on the macrosocial or macro-economic level.

Comparison Among Influenced and Not-Influenced

By means of eliminating the category of "listeners" a comparison was made in the form of tetraconic charts. In all significant cases the distribution differences resulted in favor of the influenced group (X^2 - tests).

Table 13 – MODERNITY (Without Riofrío)*

	Low Values	High Values	
Influenced	101	112	N = 525
Not-influenced	192	120	X^2 = 9.7

* With the inclusion of the Riofrío data, the distribution becomes non-significant (X^2 = 0.005) at the level of 5%.

These highly significant differences demostrate that the superiority of the radio school students in regards to the values reached on the four scales and ahead of the group not influenced by ACPO, may not be imputed to accidental factors. Nevertheless, the question is posed whether or not this superiority lies in a direct causal connection with the activities of the institution or if the participants of the radio movement recruit themselves beforehand among the relatively progressive elements of the rural population. With the purpose of examining this question, other additional variables have been introduced into the investigation: 1) size of the family, 2) level of development of the respective region, 3) size of the farm, 4) conditions of land tenure (private property), co-ownership, daily wage, etc.). Characteristics 1) and 3) had irrelevant results with respect to the four dependent variables. No connection between the size of the family and participation in the radio movement has been demostrated. This

result supports the conclusions of previous investigations. The characteristic "size of the farm" was not applicable either, without having additional information on means of production, quality of the soil, etc., it is not possible to reach any conclusion from the distributions. On the other hand, the application of the "level of regional development" and "conditions of land tenure" variables furnished new information.

Regarding the level of regional development the dependent variables have been compared with 1) the students and the not-influenced in the more developed regions, 2) the students and the not-influenced in the less developed regions, 3) the students in the more developed regions and the not-influenced in the less developed regions, as well as 4) the students in the less developed regions and the not-influenced in the less developed regions. The distributions were subjected to the X^2-test at the level of 95% probability.

The results of the test were: 1) In the more developed regions the students are more modern, they accept more innovations and are more integrated, but they do not have a higher income than those who are not-influenced and are inhabitants of the same region; 2) In the less developed regions the students are not more modern but they accept more innovations, they are more integrated and they have a slightly higher income than those who are not influenced in the same region; 3) In the more developed regions the students are more modern, they accept more innovations, are more integrated and they have a higher income than those who are not influenced and live in the less developed areas; 4) In the less developed areas the students are not more modern nor do they accept more innovations, but they are more integrated and they have a lower income than those who are not influenced and dwell in the more developed regions.

Table 14 – INNOVATIONS

	Low Values	High Values	
Influenced	72	127	N = 598
Not-Influenced	245	154	X^2 = 37.4

Table 15 – INTEGRATION

	Low Values	High Values	
Influenced	66	162	N = 633
Not-Influenced	219	186	X^2 = 41.1

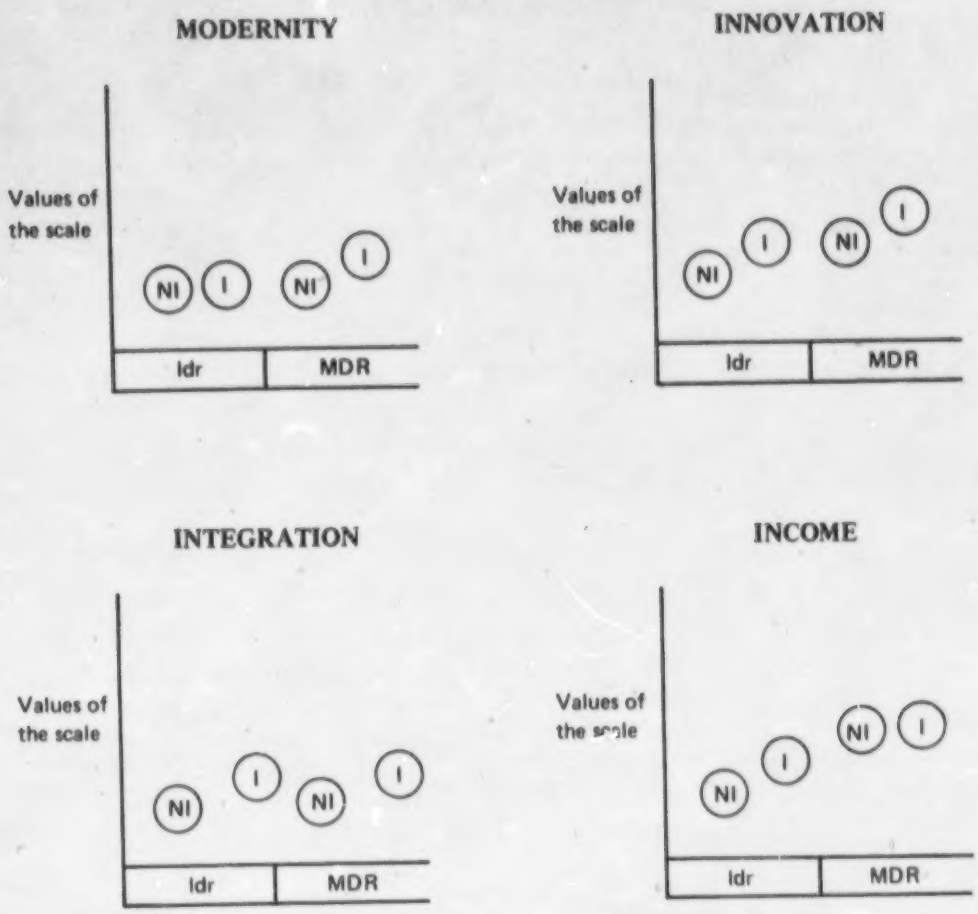


Figure 2 – A graphic representation of the significant statistical differences between influenced and not-influenced in regions of different socio-economic levels.

Table 16 – INCOME (Without Riofrío)*

	Low Values	High Values	
Influenced	131	64	N = 459
Not-Influenced	215	49	X^2 = 11.5

* With the inclusion of the Riofrío data the distribution becomes non-significant (X^2 = 0.64), at the level of 5 per 100. This confirms once more the incomparability of the income structure between Riofrío and the other regions.

These comparisons show that the radio movement influences different characteristics in regions of different socio-economic levels. The conclusions may be summarized as follows:

1. In regions of a higher socio-economic level, the students of the radio schools are generally more progressive in the sense of the employed variables, with the exception of the income variable;

2. In regions of a lower socio-economic level, the students also show a superiority to the not-influenced, with the exception of the "modernity" variable;

3. In the less developed regions the students generally reach higher values than those who are not influenced of the same region; notwithstanding, these values are not higher than those reached by the not-influenced of the more developed regions (with the exception of the "integration" variable). These direct discoveries permit some conclusions with respect to certain tendencies. It is evident that the verified differences in the distributions are connected as much with the influence of ACPO as with the socio-economic level of the respective regions. In some cases the first factor is predominant; in others the second factor is the determinant one.

The modernity of the orientations and attitudes seems to be more closely connected with the general socio-economic level of a region than with the influence of ACPO. The fact that the students of the radio schools of the more developed regions are more "modern" than those not-influenced, suggests that the effective propagation of progressive attitudes presupposes the existence of certain favorable socio-economic conditions. These conditions are not present at a very low socio-economic level, and therefore it is not probable that programs directed to changing traditional attitudes would be particularly successful in backward areas.

The acceptance of innovation depends both on the degree of development of the respective region and on ACPO's influence. The peasants who live in areas of

relatively high socio-economic levels accept more innovations than those who live in regions of a lower socio-economic level. Nevertheless in all cases, the students of the radio schools have demonstrated that they accept more innovations than those not-influenced dwelling in the same region. The effective propagation of improvements is therefore equally possible in areas of different socio-economic levels. Notwithstanding, the inhabitants of more developed regions are in a more favorable position beforehand. The development level thus determines the success of the effort.

Contrary to what was expected, integration into the economic process has been demonstrated to be an insensitive variable concerning the relative differences in the socio-economic levels of the investigated regions. This result, which seems surprising at first, may be explained by the fact that all the chosen regions are definitely at a subsistence socio-economic level and the relative differences in the degree of regional development, measured in per capita income, will not be sufficient to show differences with respect to the socio-economic isolation.

The distributions in the integration scale depend thus only on ACPO's influence. Participation in the radio movement implies a disproportionally high level of integration in economic and social activities, both in the more developed regions and in the very backward ones.

As is evident, income depends primarily on the socio-economic level of the respective regions. This confirms the criterion of regional selection, and therefore it is a tautology. Nevertheless, it is a new observation that in regions of very low per capita income the students of the radio schools reach considerably higher income levels than those not influenced living in the same region. Thus it seems that in the socio-economic level there is a statistical relationship between the absolute quantity of income and participation in the radio schools. There are two possible explanations for this phenomenon: It is ACPO's influence which causes an increase in the income level of the influenced population of backward regions, or it is the relatively better located families of these regions who tend to participate more actively in the radio movement.

In summary, it can be concluded that the success of ACPO's activities presupposes a certain minimum welfare or progressiveness among the peasant families which the institution presumes to influence. In general the poorer class from the isolated population is not the most receptive to the influence of ACPO, but those who due to their more favorable socio-economic conditions except to improve their situation through their own effort. No doubt these socio-economic conditions are related to the conditions of land tenure.

Conditions of Land Tenure as a Variable

The data confirm the hypothesis of previous investigations which schows that generally speaking, land owners are more receptive to the influence of the mass communication media used by ACPO, than those who do not have family property. The analysis of the data shows, in effect, that among radio students a much greater proportion are land owners than the other groups of not-influenced peasants.

Table 17 – DISTRIBUTION OF THE THREE CLASSES OF INTERVIEWED PEOPLE, ACCORDING TO CONDITIONS OF LAND TENURE

Conditions	Students	Listeners	Not-Influenced
Owners	60.0	49.2	38.0
Co-owners	7.0	7.8	7.1
Dependent workers	24.0	38.4	50.4
Various kinds of ownership/co-ownership/ day laborers	8.7	4.5	4.5

The characteristic land ownership is therefore important regarding participation in the radio movement. Since it would be absurd to suppose that the peasants have become owners due to the influence of ACPO, it seems evident that the educational program of the institution has a special resonance among the small land owners.

The question that arises is 1) if the land owners reach higher values in the dependent variables than those who are not owners, and in case this hypothesis is real, 2) if the land owners influenced by ACPO reach in turn higher values than those not influenced.

Two categories have been formed for such a comparison: "owners" and "non-owners". The latter category was formed by the elimination of the group "various kinds of ownership/co-ownership/day laborers" and the union of the two groups "co-owners" and "agricultural workers". The polarization of the school values in "high" and "low" has made possible the elaboration of tetraconic charts for the analysis of the respective distributions.[1]

[1] Only three variables have been used in this test. The data regarding income has not been included due to the mentioned error in the program. However, information from other sources proves that in all regions the owners reach higher income levels than non-owners.

All differences in distribution were statistically significant. In the variables "innovation" and "integration" the owners reach a position superior to the non-owners. On the other hand, in the position superior to the non-owners obtain higher values than the owners. This last result is not surprising, for the data from Riofrío (where most of the population consists of co-owners and workers of a rather progressive mentality) had to be completely included for technical reasons. Excluding the partial results from this region; the distribution between owners and non-owners regarding the modernity of attitudes shows no significant difference. Therefore, the tests confirm the idea that the owners are, in general, more innovative and more integrated than the non-owners, but not necessarily more modern in their attitudes.

The second hypothesis is also confirmed: the owners influenced by ACPO are more innovative and more integrated than those not influenced. With regards to modernity, no significant difference can be concluded between the owners influenced by ACPO and those not influenced.

Table 18 – MODERNITY

	Low Values	High Values	
Influenced owners	69	68	N = 291
Not-influenced owners	90	64	X^2 = 1.9 (insignificant)

Table 19 – INNOVATION

	Low Values	High Values	
Influenced owners	24	113	N = 292
Not-influenced owners	61	94	X^2 = 15.9 (insignificant)

Table 20 – INTEGRATION

	Low Values	High Values	
Influenced owners	34	102	N = 289
Not-influenced owners	54	89	X^2 = 8.2 (insignificant)

In order to control the relative importance of the two factors "ownership" and "incluence of ACPO", it is necessary to verify the distributions regarding the not-influenced owners and the influenced owners. The X^2 - test in not significant even in the case of innovations ($X^2 = 1.3$), or in the case of integration ($X^2 = 1.8$). It seems, therefore, that approximately equal importance may be granted to both factors.

The fact that in these variables, the not-influenced owners do not have superior results to the influenced owners limits the relative importance of the factor "ACPO". Although the available data is not sufficient to deduce unmistakable conclusions concerning causes and effects, it is evident that the general superiority of the radio students over those not influenced by ACPO can not be satisfactorily explained in reference to the factor "ownership". Excluding other unknown causal factors, the hypothesis of a positive and causal connection between the relative progressiveness in the sense of the two variables of evident behavior and participation in the radio movement is justified.

Conclusions

The results of the field study are not sufficient to evaluate, in a strict sense, the educational activities of ACPO. Nevertheless, they are sufficient to draw some relevant conclusions regarding the structure of the scope and character of influence exercised by the institution.

The influenced part of the population is distinguished from the not-influenced part by a series of characteristics. The typical student of the radio school is a small landowner of the Andean regions, sufficiently poor and conservative to expect from the entities of the Catholic Church the improvement of his isolated condition, and sufficiently established and dynamic to develop his own initiative and to expect concrete improvements in his way of life through his own efforts.

Thus, the radio students have, in general, a more modern mentality, accept innovation, are more integrated, and live under more favorable socio-economic circumstances than the persons not influenced by Radio Sutatenza. Nevertheless, this conclusion is not valid without some exceptions: First, the superiority of the students is not an absolute but a relative constant. Second, this superiority can not be attributed exclusively to the influence of ACPO.

The relativity of the more favorable position of the students in the investigated variables means that in a given region, the students are in general more progressive than the not-influenced of the same region, but not necessarily more progressive than the not-influenced of other regions.

The conditions under which ACPO develops its activities are different in each region and so the results of these activities depend on the socio-economic and technical-cultural characteristics of these areas. It is not a coincidence that the greatest achievement of the institution have been obtained in the Andean regions: the ideology and contents of the messages from ACPO correspond basically to the mental and structural conditions of the peasant of these regions.

The superiority of the students is not an exclusive consequence of the radio schools. Radio Sutatenza is directed mainly to the small landowners, and they are more willing to accept innovation, more integrated and in a better economic situation, although not necessarily more modern in mentality, than the peasants who do not own land. Through the agrarian reform, which is destined to perform fundamental changes in land tenure, ACPO finds new possibilities for an effective program.

The radio schools exercised their greatest impact in the field of explicit behavior of peasants and not in the field of teaching to read and write or in the attack on the traditional mentality. Although it is not possible to prove that this impact has produced multiplication effects in the macro-economic and macro-social sense, the results of the investigation confirm that ACPO has achieved great improvements in the level of subsistence economy. Its latent effects may contribute to the encouragement of other public and private ideas to promote rural development.

BIBLIOGRAPHY

1. ACPO: Principios Ideológicos – Estatutos – Personería Jurídica, Ed. Andes, Bogotá.
2. ––: ACPO en Cifras 1947 - 1962, Ed. Andes, Bogotá, 1963.
3. ––: Informe Anual 1967. Una síntesis de la obra de ACPO, Ed. Andes, Bogotá, 1968.
4. Bernal, H.: *The Systematic Use of Mass Media in Development Programs*, University of Wisconsin, 1967 (vervielf).
5. ––: *Effectiveness of the Radio Schools of Accion Cultural Popular of Colombia in Promoting the Adoption of Innovations*, M. A. Thesis, University of Wisconsin, 1967.
6. ––: Cruzada Cultural Campesina, Documento de Trabajo No. 1, Dep. de Sociología, Ed. Andes, Bogotá. 1967.
7. ––: Educación Fundamental y Desarrollo Integral. Documento de Trabajo No. 5, Dep. de Sociología, Bogotá, 1967.
8. ––: El Uso Sistemático de los Medios de Comunicación de Masas en Programas de Desarrollo, E. Andes, Bogotá, 1968.
9. Bernal, H., y Palacio, J.: *La Operación Antioquia de ACPO*, Documento de Trabajo No. 7, Dep. de Sociología, Bogotá, 1968.
10. Corredor, B., y Torres, C.: *Las Escuelas Radiofónicas de Sutatenza*, Centro de Investigaciones Sociales, Bogotá, 1962.
11. Fals Borda, O.: *Campesino de los Andes*, Bogotá, 1961.
12. ––: *Violence and Break-Up of Tradition in Colombia*. In: Veliz, C. (ed.): *Obstacles to change in Latin América*, New York, 1965.
13. Ferrer Martin, S.: *Acción Cultural Popular, Escuelas Radiofónicas de Sutatenza*. Estudio y Evaluación de la Obra (im Auftrag der UNESCO durchge fuhrte Evaluierungsstudie), Bogotá, 1959.
14. ––: Muestra Piloto de las Escuelas Radiofónicas Rurales, Dep. de Sociología, Bogotá, 1967.
15. Gómez, L.: *Opinión de los Líderes sobre el Funcionamiento de las Escuelas Radiofónicas de Colombia*, E. Andes, Bogotá, 1967.
16. Houtart, F., y Pérez, G.: *Acción Cultural Popular. Sus Principios y Medios de Acción*, Ed. Andes, Bogotá, 1960.
17. Niño, J. A.: *Evaluación de la Operación Antioquia de Acción Cultural Popular*, Dep. de Sociología, Bogotá, 1968.
18. Pérez, G.: *El Campesinado Colombiano*, Bogotá, 1962.
19. Primrose, V. M.: *A Study of the Effectiveness of Educational Programs of the Radiophonic Schools of Sutatenza on the Life of the Colombian Peasant Farmer*, Ph. D. Thesis, St. Louis University, 1965.